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ABSTRACT

The Career Planning Support System (CPSS) is a career guidance mechanism designed to provide the organizational structure and detailed procedural steps required to install or improve a schoolwide career development program. Rather than prescribing the specific career development activities schools should use, CPSS provides a means for schools to focus their career development program on the unique needs of their own students and within the bounds of their own resources. A project was undertaken to disseminate information about CPSS across the country and to assist interested schools in adopting it. During the course of the project materials for use in adoption decisions, training instruction, and program management and evaluation were developed. Adoption agreements were negotiated with State facilitator grantees and educational service providers, and technical assistance and staff training were provided to potential adopters. The quality and effectiveness of the CPSS adoptions were monitored and evaluated, and a system to identify and train certified trainers was implemented. (Attachments to this report include the executive summary of a National evaluation study of CPSS, a CPSS decision guide, informational and promotional material on CPSS, a CPSS awareness workshop and training plan, sample adoption agreement and reporting forms, awareness materials and awareness session questionnaires, a CPSS certified training agreement, and an aggregate data section.) (MN)

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CAREER PLANNING SUPPORT SYSTEM

GRANT #G008202190

FINAL REPORT

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FOREWORD

Increasing demands for comprehensive career guidance programs in our nation's schools has presented new challenges for guidance personnel. To aid secondary schools in meeting the challenges, the National Center for Research in Vocational Education at The Ohio State University developed the Career Planning Support System (CPSS). This program is sensitive to the career development needs of youth and to the resources of the school and community.

The CPSS program had been a project within the National Diffusion Network (NDN) for the past 3 years. Through this contract The National Center has been able to disseminate information about CPSS and to promote its use across the country. This final report describes the activities that were conducted under the NDN contract and the results of these activities. It also contains recommendations on how the National Center can work with the NDN in the future.

Appreciation is extended to those individuals who have worked on the NDN contract, specifically Dr. Ann Nunez who served as project director for the first 1-1/2 years of the project and Ms. Karen Kimmel Boyle who served in that capacity for the remainder of the contract. Word processing was provided by Beverly Haynes. Editorial assistance was provided by the Field Services staff. Appreciation is also extended to Mr. Harry N. Drier, Associate Director for the Development Division, who provided overall leadership to the effort.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

EXECUTIVE SUMMARY

School districts throughout the United States have always been concerned about providing their students with the necessary skills and knowledge to plan for and acquire meaningful careers. In order to provide students with a quality set of career development experiences, teachers, counselors, and administrators need to have an organizational structure that will make planning, implementing, and evaluating the program orderly and relatively simple. In response to the need for systematic program planning for student career development programs, the National Center for Research in Vocational Education developed and tested the Career Planning Support System (CPSS) under contract with the National Institute for Education during the years 1971-1979.

CPSS, a career guidance program support system, is designed to provide the organizational structure and detailed procedural steps required to install or improve a schoolwide career development program. It does not prescribe what specific career development activities a school should use, but rather provides a means for a school to focus its career development program on the unique needs of its own students and within the bounds of its own resources.

The developers of CPSS assume that "a systematic plan" is derived from a coherent set of planning components. They indicate that a systematic plan for career guidance consists of the following planning elements:

- An organizational structure that permits a career development program to include clearly designated leadership, permanent active committees and work groups, and administrative cooperation
- An assessment of the career development needs of local students and use of the needs assessment results in the career development program
- The creation of expected career development goals reflecting assessed student career development needs
- The creation of behavioral objectives designated to implement the goals
- The creation of student activities to achieve the objectives and goals

During 1978-1979, a national assessment study was conducted to obtain data on CPSS's effectiveness. The study involved 18 schools in 7 states and compared the career development program planning efforts of schools using CPSS materials (experimental schools) with schools using their own plans for a career development program (control schools) during 1 academic year. The experimental schools (n=8) were matched according to such factors as school size, racial/ethnic composition of the student body, students' scores on standardized tests, and family income. At the end of the year, the experimental schools showed evidence of higher quality career development program planning and a likely improvement of student career development skills as a result of such planning.

The data collected in the assessment study were presented to the Joint (OE-NIE) Dissemination Review Panel (JDRP). This panel reviewed CPSS for its fidelity to accepted principles of research, and subsequent dissemination. CPSS then obtained JDRP approval.

With JDRP approval, CPSS became eligible for funding through the National Diffusion Network and was funded in 1982. Through this contract, the National Center was able to disseminate information about CPSS across the country and to assist interested schools in adopting CPSS.

Following is a list of the objectives in the NDN-funded project and a brief description of the activities related to each objective.

Objective 1. Develop and provide materials for use in adoption decisions, training instruction, and program management and evaluation

During the course of the project, a set of promotional materials was developed. The primary information piece provided to interested individuals was a "CPSS Decision Guide" that explained CPSS and its involvement with NDN. The dissemination plan for the informational pieces was directed toward the schools and other groups that would most likely be interested in CPSS and could influence its use. Approximately 15,000 CPSS brochures were distributed. In addition, news releases were sent to approximately 150 newsletter editors. Finally, information was disseminated through awareness sessions. Over 700 people attended 22 sessions.

Objective 2. Negotiate adoption agreement with state facilitator grantees and educational service providers

To become an adoption site, school personnel had to attend a 6-hour training session, purchase the CPSS materials, and sign an adoption agreement. Prior to a school becoming an adoption site, project staff would discuss CPSS with the contact person to determine how it could best be used. Seventy adoptions were negotiated.

Objective 3. Provide assistance to potential adopters in preparatory stages, training for adopter staff members, and technical assistance in the implemented stages of CPSS

Since CPSS is a complex secondary program, school personnel needed to know the National Center's toll-free telephone number as this was an effective way to provide preparatory information.

The training provided to adoption sites allowed them a sufficient knowledge of CPSS so as to begin implementation. A counselor, an administrator, and a teacher were requested to attend the session. The format provided participants an opportunity to have hands-on experience with the materials in a small group setting.

When technical assistance would be requested, project staff were prepared to develop or adapt additional materials, identify additional resources, or spend time discussing and solving a problem.

Objective 4. Evaluate the quality and effectiveness of activities addressed in objectives 1-3

The evaluation plan for CPSS incorporated strategies and instruments that were designed to help project staff monitor implementation activities and to evaluate the effectiveness of awareness materials, training sessions, and follow-up efforts.

A survey was sent to 38 individuals who had inquired about the CPSS to determine the effectiveness of the awareness materials. Eight people (21 percent) responded to the survey. A premise of the survey was that if people purchased CPSS or inquired further, the awareness materials were effective. Fifty percent of the respondents indicated that they had shared the information with other school personnel. Thirty-seven percent had purchased the materials.

The awareness sessions were evaluated in various ways. At the time of each session, the presenter attempted to gather written or verbal feedback data from the participants through A few weeks after the awareness session, a survey was sent to participants. The survey results indicated that participants found CPSS interesting, but were unable to participate in the program.

The training sessions had an evaluation component also. At the end of each session, participants completed a questionnaire about the training session. The information obtained from the first training sessions was used to revise the training plan.

Objective 5. Monitor and evaluate the quality of and effectiveness of CPSS adoptions

The adoption sites were continually monitored. The CPSS coordinator at each site completed forms that requested information about the activities conducted by the site. Project staff then reviewed the information to determine that the sites had followed the process outlined in CPSS. Ten schools were able to take the concept presented in CPSS and incorporate them into their school's career development effort.

Objective 6. Maintain adoption records that include demographic data, evaluation data, and retention rates

Demographic data about the individual sites were gathered and recorded in a format similar to that required for NDN reporting. This included school, location of site, size of school district, and number of people involved. The majority of the 70 sites were in Idaho, and the others were in Connecticut, Washington, and Wisconsin.

Objective 7. Develop and implement a system to identify and train certified trainers

During the first half of the project, the certified trainers were identifed in an informal manner and were people who had previous contact with CPSS. Sixteen trainers were identified in this manner. A formal identification and training process was established during the second half of the project. The design was to have regional workshops to train identified, interested individuals. One formal training session for certified trainers was held, 12 people became certified trainers.

Objective 8. Identify and certify demonstration sites

Demonstration sites were schools that used CPSS and were interested in helping others implement the program. During the first year of the project, there were two demonstration sites--Putnam High School, Putnam, Connecticut, and American Senior High School, Hialeha, Florida. Putnam cosponsored a training session and American assisted users with answering technical questions related to the use of CPSS. Putnam continued to serve as a demonstration site during the remaining years of the project and was mentioned during awareness and training sessions.

Objective 9. Participate with other NDN grantees in workshops and meetings arranged by the secretary

During the course of the project, staff attended a variety of conferences sponsored by NDN. At these conferences numerous skill areas were addressed along with general NDN issues.

Objective 10. Cooperate with facilitator project grantees on carrying out objectives 1-9 of this project

Project staff communicated by telephone and mail with staff facilitators to provide them with information on CPSS and to learn of potential interest in their state. CPSS staff assisted state facilitators by completing questionnaires on items such as certified trainers, adoption sites, and awareness activities. When state facilitators learned of schools that were interested in CPSS, the information was passed on to project staff.

Recommendations

The following recommendations are made to the National Diffusion Network, based on this project's involvement with NDN:

1. Provide more specific guidance to the individual developer/demonstrator (D/D) projects. During the course of the CPSS project, project staff received little communication and guidance from NDN on how to conduct or improve activities. This could have been done by mail, telephone, or in person at conferences.

2. Provide D/Ds with information about state priorities. It would have been helpful to have had NDN give project staff information on individual state priorities so we could focus activities with appropriate states.

3. Continue to provide opportunities for D/Ds to meet and learn from each other's experiences. Having the opportunity at conferences to discuss issues with other D/Ds was useful.

4. Provide updates on what programs in the same content area are doing. Information on what other career development programs were doing could have been used to coordinate activities.

The following list contains recommendations for how CPSS can continue as a nonfunded D/D. Accordingly, the National Center should do the following:

1. Communicate with state facilitators about the continued availability of CPSS materials and training on a cost-recovery basis

2. Promote CPSS in appropriate brochures and communication pieces

3. Present awareness sessions on CPSS, when appropriate, at conferences and conventions

4. Have at least one person available to conduct cost-recovery training on CPSS

5. Have at least one person available to answer telephone and mail requests on CPSS

If the National Center would want to involve another program with NDN, the following recommendations are made:

1. Select a program that is in a high-priority area of NDN since this will be an area in which schools will probably have needs.

2. Have a program that can be effectively implemented in a classroom versus one that requires schoolwide commitment. It is easier to get one teacher to adopt a program than it is to get a group within the school to commit.

3. Allow sufficient staffing for the project. At least one full-time equivalent staff member is desired for an effective project.

4. Staff the project with people who are interested in the program and who have skills in the areas of written and verbal presentation, interpersonal relationships so they can work with school personnel and state facilitators, and follow-through with school personnel.

5. Develop the design for the JDRP study so it can be easily duplicated for JDRP recertification.

CHAPTER 1

INTRODUCTION

Need for CPSS

School districts throughout the United States have always been concerned about providing their students with the necessary skills and knowledge to plan for and acquire meaningful careers. This concern has been emphasized by the career education movement that began in the 1970s. The priorities identified by the career education movement include (1) a need to blend student career development into the mainstream of the educational practice and (2) a need to meet increased accountability demands in the delivery of instructional, guidance, and counseling services in secondary schools. Career development research also indicated that systematic planning, implementation, and evaluation of career guidance programs can assist school personnel in meeting the aforementioned needs (Campbell et al. 1971; Hosford and Ryan 1970). In order to provide students a quality set of career development experiences, the teachers, counselors, and administrators need to have an organizational structure that will make planning, implementing, and evaluating the program systematic and relatively simple. Career guidance needs to be considered a program with specific goals, objectives, activities, and accountability. No longer can it be thought of as a support service and be effective. In response to the need for systematic program planning for student career development programs, the National

Center for Research in Vocational Education developed and tested the Career Planning Support System (CPSS) under contract with the National Institute for Education during the years 1971-1979.

CPSS Components

CPSS, a career guidance program support system, is designed to provide the organizational structure and detailed procedural steps required to install or improve a schoolwide career development program. It does not prescribe what specific career development activities a school should use, but rather provides a means for a school to focus its career development program on the unique needs of its own students and within the bounds of its own resources.

The developers of CPSS assume that "a systematic plan" is derived from a coherent set of planning components. They indicate that a systematic plan for career guidance consists of the following planning elements:

- An organizational structure that permits a career development program to include clearly designated leadership, permanent active committees and work groups, and administrative cooperation
- An assessment of the career development needs of local students and use of the needs assessment result in the career development program
- The creation of explicit career development goals reflecting student career development needs
- The creation of behavioral objectives designated to implement the goals
- The creation of student activities to achieve the objectives and goals

The Career Planning Support System consists of handbooks, reproducible forms, and filmstrips and audiotape presentations that describe a comprehensive organizational framework and procedural steps a school staff can use to create an accountable, schoolwide, high school career development program. The following list describes the complete set of CPSS materials:

- The Coordinator's Training Guide is a self-instructional training guide for the part-time CPSS coordinator.
- The Coordinator's Handbook contains instructions that describe step-by-step procedures for managing and implementing CPSS in the high school.
- Camera-ready forms are reproducible copies of each form needed for the questionnaires, instructions, CPSS Program Information File, and so forth.
- Handbooks

  The Advisory Committee Handbook defines the responsibilities and duties of Advisory Committee members.

  Assessing Resources guides a resource leader in directing a task force to collect information on and account for the use of resources in the school and community.

  Assessing Needs: Surveying provides instructions for preparing, administering, and collecting survey questionnaires from students, graduates, parents, and faculty/staff.

  Assessing Needs: Tabulation contains instructions on manually tabulating data collected by questionnaires.

  Analyzing Methods informs a methods specialist about the availability and application of guidance methods and about how to integrate this knowledge during the construction and review of career development units.

  The Manual for Writing Behavioral Objectives is a self-instructional resource for a behavioral objectives specialist.

Producing Career Development Units (CDUs) provides direction for developing career guidance/development activities.

- Filmstrip/audiotape presentations include the following:

  AV-1: "An Orientation to CPSS" orients interested persons to CPSS.

  AV-2: "Shaping Program Goals" gives an overview of how the needs and resources assessment lead to goals for a school.

  AV-3: "Behavioral Objectives" accompanies the behavioral objectives manual.

  AV-4: "Producing CDUs" gives an overview of the career development unit process.

Developmental Process

CPSS was developed and initially tested during a 5-year period from 1971 to 1976. From 1971 to 1973, project staff at The National Center and other experts in the field of career development conceptualized and developed the basic components and procedural steps for CPSS. During this time the system was pilot-tested and reworked based upon the input received. A 2-year (1974-1976) field test of CPSS followed and resulted in important revisions of the material. Thirty-eight individual high schools in 14 states, ranging from rural schools of less than 100 students to large urban and suburban schools of more than 2,000 students, participated in the field test. After this extensive testing, the materials were streamlined and reformatted for easier use.

JDRP Certification

During 1978-1979 a national assessment study was conducted to obtain data on CPSS's effectiveness. The study involved 18 schools in 7 states and compared the career development program planning efforts of schools using CPSS materials (experimental schools) with schools using their own plans for a career development program (control schools) during 1 academic year. The experimental schools (N=10) and control schools (N=8) were matched according to such factors as school size, racial/ethnic composition of the student body, students scores on standardized tests, and family income.

In November 1978 and May 1979, staff from experimental and control schools completed Career Development Program Status Reports describing their school's career development program planning. The reports were rated anonymously by a panel of career development experts to assess the quality of career development program planning in each school. At the end of the year, the experimental schools showed evidence of higher quality career development program planning and a likely improvement of student career development skills as a result of such planning.

The data collected in the assessment study were presented to the Joint (OE-NIE) Dissemination Review Panel (JDRP). This panel reviewed CPSS for its fidelity to accepted principles of research and subsequent dissemination. CPSS then obtained JDRP approval.

NDN Funding

With JDRP approval, CPSS became eligible for funding through the National Diffusion Network (NDN). NDN, a section within the U.S. Department of Education, provides funds to selected JDRP approved programs to promote their use in schools across the country. The NDN accepted CPSS as a project in 1982. Through this contract, the National Center was able to disseminate information about CPSS across the country and to assist interested schools in adopting CPSS. Chapter 2 will describe in detail the activities undertaken in the project.

References

Campbell, R. E.; Dworken, E. P.; Jackson, D. P.; Hoeltzels, K. E.; Parsons, G. E.; and Lacey, D. W. The Systems Approach: An Emerging Behavioral Model for Career Guidance. Columbus: The Center for Vocational and Technical Education, The Ohio State University, 1971.

Hosford, R. E., and Ryan, A. T. "Systems Design in the Development of Counseling and Guidance Programs." Personnel and Guidance Journal 49 (1970): 221-230.

CHAPTER 2

METHODOLOGY AND PROCEDURES

The CPSS project was accomplished by conducting and completing 10 major objectives. These objectives established by NDN were as follows:

1. Develop and provide materials for use in adoption decisions, training instruction, and program management and evaluation.
2. Negotiate adoption agreement with state facilitator grantees and educational service providers.
3. Provide assistance to potential adopters in preparatory stages, training for adopter staff members, and technical assistance in the implemented stages of a CPSS adoption.
4. Evaluate the quality and effectiveness of activities and materials addressed in objectives 1-3.
5. Monitor and evaluate the quality of and effectiveness of CPSS adoptions.
6. Maintain adoption records that include demographic data, evaluation data, and retention rates.
7. Develop and implement a system to identify and train certified trainers.
8. Identify and certify demonstration sites.
9. Participate with other NDN grantees in workshops and meetings arranged by the secretary.
10. Cooperate with the facilitator project grantees on carrying out objectives 1-9 of this project.

The procedures followed in performing these objectives are discussed in the following sections. The results of these procedures are reported in Chapter 3.

Objective 1. Develop and provide materials for use in adoption decisions, training instruction, and program management and evaluation

During the course of the project, a set of promotional materials was developed. At the beginning of the project, staff reviewed informational materials (e.g., brochures, pamphlets, newsletter articles) that had previously been developed to explain CPSS. Using the information from these materials as a base, three informational pieces were generated for use in the developer/demonstrator (D/D) project. An awareness brochure explained briefly what CPSS was, how it was intended to be used, cost of the materials, and the relationship with NDN. An item referred to as "Executive Summary" (see attachment 1) contained a summary of the JDRP submittal. The third item was the "CPSS Decision Guide." The "Decision Guide" provided more specific information about CPSS that potential adopters might need to assist them in deciding to adopt CPSS.

The awareness brochure and the "Executive Summary" were often the first items sent to potential adopters. People who received these items were encouraged to request a "Decision Guide" if they desired more information about CPSS.

At the end of the second year the awareness brochure and the "CPSS Decision Guide" were combined and revised. The rationale

for this was that the information in the awareness brochure was too brief and did not adequately explain CPSS. The new "CPSS Decision Guide" (see attachment 2) then served as the primary awareness piece. When interested individuals requested additional information, the Coordinator's Handbook, an important portion of the CPSS materials, was provided to them.

The dissemination plan for the informational pieces was directed toward the schools and other groups that would most likely be interested in CPSS and could influence its use. During the first months of the project, a mass mailing was conducted to approximately 4,000 large city school districts. The mailings contained a cover letter, the awareness brochure, and the "Executive Summary." At the same time and periodically throughout the project, mailings were sent to NDN state facilitators and state guidance and career education directors. Mail disseminations of the information pieces was targeted toward state-level personnel during most of the project, since project staff determined it was the most cost-effective approach. However, during the project, small scale mailings were conducted to selected school districts when appropriate.

Another means of disseminating information was through newsletters. A news release (see attachment 5 for sample) was prepared and distributed during the first few months of the project. The release was distributed to several guidance-related organizations and periodicals including Career Digest, Counselor's Information Service, and The Guidance Clinic. In addition, an article

(see attachment 4) appeared in the Centergram, the newsletter of the National Center for Research in Vocational Education. During Year III of the project, another news release (see attachment 5) was written and sent to approximately 150 newsletter editors who might be interested in running information about CPSS; they also received a copy of the revised "Decision Guide." All of the news releases and articles explained briefly the content of CPSS, how the system can help a secondary school, the CPSS involvement with NDN, the assistance available to a school adopting CPSS, and how to obtain further information.

Another major means of disseminating information was through awareness sessions. These sessions were 30-minute to 1-hour presentations on CPSS. The major purpose of the awareness sessions was to provide people with basic information about what is involved with using CPSS. The agenda for these sessions included information about (1) NDN, (2) CPSS as a D/D project, and (3) the components of CPSS and how it works (see attachment for the script for awareness sessions). When time permitted, the filmstrip titled "An Orientation to CPSS" was shown. The awareness sessions were conducted as part of larger events. They were either part of NDN-sponsored activities (e.g., individual state awareness programs) or programs at conventions or conferences related to career development. CPSS project staff, certified trainers, or occasionally state facilitators conducted the awareness sessions.

A successful alternative to the awareness session was the NDN-sponsored teleconference in June 1985. During the teleconference, a CPSS staff member was able to present awareness information to school personnel across the country in a cost-efficient manner.

In order to disseminate information about CPSS's involvement with NDN to people who have purchased CPSS prior to program approval by JDRP, project staff sent these users a letter explaining NDN adoption and asking if they would like to become involved.

Personal, one-to-one contact was also a manner in which information on CPSS was disseminated. The use of the National Center's toll-free telephone system allowed an inexpensive way for potential adopters to discuss CPSS with project staff. This in-kind contribution from the National Center represented a major savings of funds for the project. The toll-free number was listed on all promotional material for CPSS, thus providing readers of the material the opportunity for easy follow-up.

The training provided to adoption sites gave them sufficient knowledge of CPSS so they could begin implementation (see attachment 7 for the training design). As part of the design for the 1-day training session, a counselor, an administrator, and a teacher were requested to attend. If the school liked, other personnel could attend. The format of the training session was changed after Year I of the project, since the initial design did not allow for sufficient participant interaction. The revised

format of the training session provided participants an opportunity to have hands-on experience with the materials in small group situations. The first part of the agenda was the same as that for an awareness session. Participants then would complete a series of "in-basket" activities that helped them become familiar with the detailed steps and procedures outlined in the CPSS materials. Some of the training exercises came from the Coordinator's Training Guides, a self-instructional training tool in the CPSS materials. The last major activity of the training session was the development of an action plan that outlined the tasks the individual sites would take. A variety of instructional aids and techniques were employed in the training such as handouts from CPSS materials, audiotapes and accompanying filmstrips, overhead projections, chalkboard displays, and discussions with question-and-answer periods.

Objective 2. Negotiate adoption agreement with state facilitator grantees and educational service providers

The success of any adoption effort is dependent on the commitment of the parties involved. To become an adoption site, a school was to enable representatives to attend a 6-hour training session, purchase the CPSS materials, and sign an adoption agreement. The adoption agreement that was initially developed for the project was revised during Year II. The revised agreement more clearly outlined the roles and responsibilities of the adopting school and the CPSS project staff (see attachment 8).

The revised agreement took into account the fact that the adopting school may have satisfactorily completed some of the planning steps of CPSS prior to program installation.

Prior to a school becoming an adoption site, project staff would discuss CPSS with the contact person and point out how it could best be used in the school's situation. Often a school would send personnel to a training session before signing an adoption agreement. By attending the training session, these school representatives would have a better idea if CPSS was useable in their school.

Objective 3. Provide assistance to potential adopters inpreparatory stages, training for adopter staff members, and technical assistance in the implemented stages of a CPSS adoption

It is important to note that CPSS is a complex, secondary school progam that requires schoolwide commitment to implement. Before a school could send staff members to a training session, interest needed to be expressed by a number of people in the school.

The provision of the toll-free telephone number served as an effective means for potential adopters to obtain additional information about CPSS prior to making a formal commitment. Also, one training session was conducted at a certified demonstration site. This arrangement allowed participants to learn firsthand about the experiences of a school using CPSS.

The training process and design were described under objective 1 in this chapter, so it will not be repeated here. The majority of the school personnel who signed adoption agreements did so after attending a training session. The project staff encouraged signing prior to the training; however, schools did not want to commit to use of CPSS until they had a more complete idea of what was involved. School personnel most often learned of training sessions in their geographic area through mailings conducted by CPSS staff. When a training session was planned in a state, guidance directors in that area were notified and invited to attend. The project requested a team of three people be trained; however, this often did not occur. The director of guidance and a counselor or teacher was the most frequent team configuration. The director of guidance sometimes had authority from the principal to agree to be an adoption site.

When technical assistance would be requested, National Center project staff would determine the best manner in which to provide it and arrange for either project staff or certified trainers to assist the adoption site. This assistance could be initiated and administered through an on-site visit or by a telephone contact. In order to carry out the technical assistance, project staff were prepared to develop or adapt additional materials, identify additional resources, or spend time discussing and solving a problem. After the assistance would be completed, there would be a follow-up to determine (1) whether it met the site's needs and (2) if the results were positive or negative.

Objective 4. Evaluate the quality and effectiveness of activities addressed in objectives 1-3

The evaluation plan for the developer/demonstrator project incorporated strategies and instruments that were designed to help project staff monitor implementation activities and to evaluate the effectiveness of awareness materials, training sessions, and follow-up efforts. In addition to monitoring the dissemination effort initiated by the National Center, project staff devised a standard format for recording all CPSS inquiries originating from the field. This format enabled staff to enter requests by state and to record follow-up action taken. The CPSS Inquiry File was stored on the word processor to facilitate updating the file.

The following is a description of the evaluation designs used to determine the effectiveness of the awareness materials, awareness sessions, and training sessions. The results of these efforts are presented in chapter 3 of this report.

The effectiveness of the awareness materials was evaluated through use of a survey letter (see attachment 9 for a copy of the letter). This survey was sent to individuals who had inquired about CPSS. The letter requested such information as who reviewed the awareness materials, whether CPSS had been purchased, why it was or was not purchased, and whether the school personnel was interested in more information. A premise of the survey was that if people purchased CPSS or inquired further, the awareness materials were effective.

The awareness sessions were evaluated in various ways. At the time of each session, the presenter attempted to gather data from the participants. Sometimes a short evaluation form was administered which asked participants what they liked and did not like about the program. Other times the presenter would talk with the participants to gain an understanding of their thoughts about the program. A few weeks after the awareness session, participants received a written questionnaire (attachment 10) as a follow-up. This questionnaire asked how the information about CPSS was used and if they desired additional information.

The training sessions had an evaluation component. Toward the end of each session, participants were given a questionnaire that asked about specific aspects of the training (see attachment 11). There was follow-up communication with the participants of the training sessions by letter or by telephone. The purpose of the follow-up was to encourage adoption if an agreement had not been signed or to discuss the next steps to be taken if an agreement had been signed.

Objective 5. Monitor and evaluate the quality of and effectiveness of CPSS adoptions

The adoption sites were monitored on a continual basis. The monitoring served two basic purposes: (1) to obtain evaluation data and (2) to follow the progress of the sites so that necessary technical assistance could be provided. The CPSS coordinator at each site was requested to complete a reporting form once

every 2 months. This form (see attachment 12) requested information about the activities that the site had conducted during the reporting period, including who was involved, procedures used, time spent, and results. The CPSS coordinators also were asked to describe any difficulties they encountered and the remedial action they undertook. If the CPSS coordinator thought that technical assistance would be of benefit, they were urged to describe the nature of the assistance that they would like to receive. Project staff then reviewed the information from the sites to determine if it followed the process outlined in CPSS. In addition, through the use of CPSS materials, the sites evaluated their own effectiveness. CPSS contains procedures for ongoing evaluation of the planning purpose and the resulting student activities, thus providing sites with an understanding of how well they are meeting students' career development needs.

Objective 6. Maintain adoption records that include demographic data, evaluation data, and retention rates

Adoption records were maintained by project staff to facilitate (1) the reporting of data to NDN and (2) the follow-up efforts. Demographic data about the individual sites were gathered and recorded in a format similar to that required for NDN reporting. This included school location of site, size of school district, and number and type of people involved. The evaluation data pertaining to each site were recorded in the

adoption files. At the end of each year of the project, each site was asked if it wanted to continue its work as an adoption site; this information was recorded in the site's folder.

Objective 7. Develop and implement a system to identify and train certified trainers

The certified trainer system became established by Year III of the project. During the first 1-1/2 years, the certified trainers were identified and trained on a one-to-one basis in an informal manner. These certified trainers where individuals who had previous contact with CPSS and were knowledgeable about how the program operated. The major effort of training for these people was to learn about CPSS's relationship to the NDN.

During the end of the second year, the project developed a formal design for identification, training, and use of certified trainers. The design was to have regional workshops to train identified, interested individuals.

The following groups of people were contacted when a workshop was being scheduled in their area: counselor educators who taught career development-related courses, state department of education directors of career education, and directors of guidance. These people were invited to attend the train-the-trainer workshop and were asked to identify others who they thought would be effective trainers. One day of training was conducted with the people who attended the workshop. The design of this train-the-trainer workshop was similar to that of the training for adoption sites. The major difference in the agenda related to

the next steps to be taken by the participants. Instead of developing action plans, the potential certified trainers learned about what their roles and responsibilities would be. After a discussion of this, the participants were given an agreement to sign (see attachment 13). This agreement allowed trainers to indicate the type of training they wanted to conduct, how often they could work for the project, and the geographic area in which they desired to work. The people who agreed to be certified trainers received a complete set of the CPSS materials and the training plan. Built into the design for use of the trainers was updating of skills. Before certified trainers would be used by the project, the trainers had to ensure that they could conduct the task.

Trainers most often conducted awareness sessions; some coconducted training sessions. In addition, trainers were qualified to provide evaluation and technical assistance.

Objective 8. Identify and certify demonstration sites

Demonstration sites for CPSS were identified from those schools that had effectively used CPSS. Each potential demonstration site was contacted and asked if it would be interested in the role. Schools that provided a positive response were questioned further to determine how they were using CPSS and how they would be able to provide assistance to others. Project staff selected demonstration sites based on the school's willingness to participate, enthusiasm about CPSS, and the coordinator's

ability to communicate the school's career development activities.

Objective 9. Participate with other NDN grantees in workshops and meetings arranged by the secretary

During the course of the project, staff attended a variety of conferences sponsored by NDN. The first conference was the new Developer/Demonstrator Workshop held October 1982 in Washington, D.C. The purpose of the workshop was to orient new D/Ds to NDN and to provide them with assistance necessary to disseminate their programs. Attendance at the workshop enabled new demonstrators to meet each other, their program officers, NDN-D staff, and the state facilitators who were present. As a new D/D in 1982, project staff gave a brief presentation at a state facilitators workshop in December 1982. Through this presentation, state facilitators gained an understanding of CPSS.

In March 1983, staff attended the region 2 meeting in Memphis, Tennessee. This meeting highlighted such issues as identifying and obtaining support from alternative funding sources, design and implementation of certified trainer systems, and rural dissemination strategies. Also, staff attended the annual NDN meeting in June 1983. At this meeting various issues related to NDN operations were addressed.

Project staff attended a technical assistance meeting held in Phoenix, Arizona, in March 1984. This regional meeting provided assistance in various areas such as development of awareness materials, recertification requirements, use of certified

trainers, and making videotape production. Also, the annual NDN conference was held in February 1985. At this conference numerous skill areas such as using computers as management tools, developing speaking skills, writing adoption agreements, and developing marketing skills were presented at the conferences as well as general NDN issues.

Another major activity requested through NDN was JDRP recertification. Every 5 years a program must submit evidence that it is still effective. In order to complete this task, project staff went back to a school that had been involved in the initial evaluation study (American High School, Hialeah, Florida) and compared data collected in 1979 to new data. Project staff duplicated the original process as much as possible. The CPSS coordinator at the site completed a Career Development Status Report that was independently reviewed by career development experts. Attachment 14 contains the submittal.

Objective 10. Cooperate with facilitator project grantees on carrying out objectives 1-9 of this project

The first step in this area was to communicate planned activities with all facilitator project grantees. A brief description of the project's capabilities, achievements, methods, resources, and expectations was sent to all facilitator project grantees, as well as awareness information and materials. After that initial effort, special emphasis was given to direct communication with facilitators in states where there was positive response to CPSS awareness materials.

In January 1984, project staff contacted all state facilitators by telephone. These calls were made to discuss potential strategies for encouraging CPSS adoptions. Since that time, all state facilitators have been contacted by mail on a periodic basis. When new brochures were developed, each facilitator was sent a supply. Also, letters requesting assistance in disseminating CPSS were sent at various times during the project.

CPSS project staff assisted state facilitators. This assistance often took the form of completing questionnaires on items such as certified trainers, adoption sites, and awareness activities. When state facilitators learned of schools that were interested in CPSS, the information was passed on to project staff.

CHAPTER 3

RESULTS OF THE EFFORT

This chapter describes the dissemination results of the project. Instead of describing the results by project objectives, they will be presented by major activities of the project. The chapter is divided into the following areas: (1) inquiries, (2) distribution of awareness materials, (3) awareness sessions, (4) adoptions and training, (5) certified trainers, (6) demonstration sites, and (7) cooperation with state facilitators.

Inquiries

During the course of the project, numerous individuals inquired about CPSS. These contacts were made through the mail, the telephone, or in person. Mail and telephone contacts were made to project staff at the National Center. Personal contacts mainly were made at conferences and conventions. Chart 1 indicates, by state, the number of people who inquired about CPSS and the positions these people held. The majority of inquiries were made at conventions and conferences (702), followed by mail (62), and telephone (55) requests.

Distribution of Awareness Materials

For reporting purposes, all written awareness materials used during the project are grouped together. The items include the original awareness brochure, the original "CPSS Decision Guide," the revised "CPSS Decision Guide," the "Executive Summary," newsletter articles, and individual letters. Chart 2 depicts the

CHART 1

INQUIRIES MADE ABOUT CPSS

	Mail	Telephone	In Person	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Others
Alabama		2		X				X				
Alaska	1									X		
Arizona	2		6	X	X					X		
Arkansas		1	54	X	X	X			X		X	X
California	3	4	17	X	X	X				X	X	
Colorado	2	1				X				X		
Connecticut		1	6	X	X	X						
Delaware		1									X	
District of Columbia		1				X						
Florida	6	4	1	X					X	X	X	
Georgia												
Hawaii	1									X		
Idaho		2						X	X			
Illinois	3	11	1	X	X	X	X			X	X	X

CHART 1--Continued

	Mail	Telephone	In Person	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Others
Indiana	1		2	X							X	
Iowa	1			X								
Kansas	1	1					X				X	
Kentucky			6	X	X						X	
Louisiana		1		X								
Maine												
Maryland	1									X		
Massachusetts	1									X		
Michigan	3		2	X		X				X	X	
Minnesota	1	2				X				X		
Mississippi	2									X	X	
Missouri		1									X	
Montana		1		X								
Nebraska		1								X		
New Hampshire	1	2	12	X							X	

CHART 1--Continued

	Mail	Telephone	In Person	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Others
New Jersey	2	2	50	X		X				X	X	
New Mexico		1		X								
New York	6	1		X		X	X				X	
North Carolina	3										X	
North Dakota												
Ohio	1	1	82	X				X			X	
Oklahoma	1										X	
Oregon	3	1								X	X	
Pennsylvania	1	1	6	X		X					X	
Rhode Island		1								X		
South Carolina	3	3	30	X	X	X		X		X	X	
South Dakota												
Tennessee			98	X	X	X						
Texas	2		16	X		X					X	
Utah												

CHART 1--Continued

	Mail	Telephone	In Person	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Others
Vermont												
Virginia	1										X	
Washington	4	5		X						X	X	
West Virginia												
Wisconsin	3	1	300	X	X	X		X			X	
Wyoming		1	13		X	X		X				
Virgin Islands	1									X		
Puerto Rico	1										X	
TOTALS	62	55	702									

CHART 2

DISSEMINATION OF AWARENESS MATERIALS

	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Other	TOTAL	Distributed at Conferences	Individual Mailings	Mass Mailings	Part of Training Sessions	Part of Awareness Sessions	Supply for Requests
Alabama	4	0	4	0	7	7	23	14	1	60		X				X
Alaska	0	0	1	0	6	6	74	1	0	88		X				X
Arizona	4	4	3	0	6	6	25	5	2	55	X	X			X	
Arkansas	30	40	31	1	6	81	21	5	2	217	X	X			X	
California	7	1	7	2	6	6	228	34	2	293	X	X				X
Colorado	0	0	1	0	7	6	181	6	2	203	X					X
Connecticut	500	0	0	0	6	6	201	6	4	723	X	X		X	X	
Delaware	0	0	123	0	6	6	21	2	0	158		X				X
District of Columbia	1	0	0	0	7	7	22	7	16	60		X				X
Florida	2	0	4	0	7	9	146	30	4	202	X	X	X	X		X
Georgia	1	0	3	0	8	7	24	16	3	62		X				X
Hawaii	0	0	1	2	7	7	33	1	2	53		X				X
Idaho	2	0	1	0	6	131	31	6	1	178	X			X		

CHART 2--Continued

	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Other	TOTAL	Distributed at Conferences	Individual Mailings	Mass Mailings	Part of Train-ing Sessions	Part of Awareness Sessions	Supply for Requests
Illinois	3004	0	304	90	6	6	22	22	4	3458	X	X	X	X	X	X
Indiana	23	0	2	0	7	7	25	22	5	91		X		X		X
Iowa	2	0	4	0	6	9	25	3	4	53		X				X
Kansas	1	0	3	0	6	7	37	12	1	67		X				X
Kentucky	0	0	3	0	7	7	23	18	2	60		X		X		X
Louisiana	3	0	1	0	7	7	23	16	3	60		X				X
Maine	0	0	2	0	6	6	21	2	3	40		X				X
Maryland	0	0	1	0	6	6	58	5	53	129	X	X				X
Massachusetts	21	0	2	0	7	7	37	8	6	88		X		X		X
Michigan	3	0	15	2	7	8	82	26	2	145	X	X		X		X
Minnesota	0	0	6	0	6	6	21	9	0	48	X	X				X
Mississippi	1	0	6	1	6	7	23	9	4	57		X				X
Missouri	0	5	1	0	8	8	21	9	9	61	X	X				X

CHART 2--Continued

	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Other	TOTAL	Distributed at Conferences	Individual Mailings	Mass Mailings	Part of Training Sessions	Part of Awareness Sessions	Supply for Requests
Montana	22	0	1	0	7	6	51	4	4	95		X				X
Nebraska	0	0	7	0	6	6	172	9	4	204	X	X				X
Nevada	0	0	1	2	6	6	31	2	4	52		X				X
New Hampshire	0	0	3	0	6	6	21	5	53	94		X			X	X
New Jersey	22	20	11	1	6	6	23	6	3	98		X			X	X
New Mexico	2	0	2	0	6	6	21	14	1	52		X			X	X
New York	4	0	8	113	6	6	42	25	9	213		X		X		X
North Carolina	4	0	0	1	6	6	21	23	1	62		X				X
North Dakota	25	25	1	0	6	7	21	1	3	89	X	X				X
Ohio	75	3	6	1	11	7	22	26	9	160		X		X	X	X
Oklahoma	17	0	4	0	6	6	31	10	2	76		X				X
Oregon	0	0	3	1	6	6	23	4	2	45		X				X
Pennsylvania	10	0	12	11	7	7	46	17	6	116	X	X		X		X
Rhode Island	23	0	1	0	7	7	22	1	0	61		X		X		X

CHART 2--Continued

	Local Guidance/ Career Education Personnel	Local Teachers	Local Administrators	Intermediate Agency Personnel	State Guidance Supervisors	State Career Education Supervisors	State Facilitators	Counselor Educators	Other	TOTAL	Distributed at Conferences	Individual Mailings	Mass Mailings	Part of Training Sessions	Part of Awareness Sessions	Supply for Requests
South Carolina	10	7	16	0	7	7	150	14	2	213		X			X	X
South Dakota	0	0	0	0	6	6	24	4	3	43		X				X
Tennessee	31	21	35	0	6	6	33	12	2	146	X	X	X		X	X
Texas	1	0	5	2	6	6	22	28	3	73		X				X
Utah	2	0	2	0	6	6	22	4	3	45		X				X
Vermont	0	0	1	0	6	6	25	1	2	41		X				X
Virginia	1	0	3	0	6	6	23	12	16	67		X				X
Washington	4	0	7	0	6	6	71	10	4	108	X	X		X		X
West Virginia	1	0	2	0	7	7	23	8	1	49		X		X	X	X
Wisconsin	2	0	3	0	6	306	21	9	3	750		X		X	X	X
Wyoming	1	9	4	0	41	6	21	1	2	85		X			X	X
Virgin Islands	0	0	0	0	6	6	22	0	0	34		X				X
Puerto Rico	0	0	0	0	6	6	21	0	0	33		X				X
TOTALS	3866	135	667	230	377	844	2473	544	277	9413						

manner in which items were disseminated in each state. The chart indicates the positions of the people in each state who received materials, the number of items sent to each person, and how the materials were used.

To summarize the chart, 9,413 awareness items were disseminated and distributed. Across the states, Illinois received the most awareness items (3,458), followed by Connecticut (723), and Wisconsin (350). Awareness items were used primarily for individual mailings, supplies for responding to specific requests, and distribution at conferences.

Besides the awareness information that the project staff developed and disseminated, some state facilitators also distributed information about CPSS. Many states used the Educational Programs That Work publication, which describes CPSS, to tell their school personnel about it. The following is a description of these activities.

- North Dakota sent to all of the state's school administrators and county superintendents a copy of Educational Programs That Work which includes CPSS descriptions (total of 305).
- Missouri published a newsletter article that was received by all educators in Missouri (approximately 4,000).
- Michigan distributed information in Educational Programs That Work to an undetermined number of administrators.
- Kentucky distributed copies of Educational Programs That Work across the state (approximately 400).
- Illinois distributed copies of Educational Programs That Work to counselors, principals, superintendents, and career guidance center directors (approximately 6,000).

- Utah for the 3 years of the project sent copies of Educational Programs That Work and a newsletter article (approximately 15,000).

- Connecticut twice a year disseminated the information from Educational Programs That Work and a newsletter article (total 3,840).

- Massachusetts distributed information packets that included a brochure and a reprint of Educational Programs That Work to teachers, counselors, and administrators (total of 20).

- Washington sent information from Educational Programs That Work and newsletter articles to various educators across the state (approximately 1,300).

- Delaware each year for 3 years distributed two copies of Educational Programs That Work to the local school districts in the state.

- Montana distributed information from Educational Programs That Work to the local school districts in the state.

- Arizona had articles about CPSS in two of its newsletters that were sent to administrators (approximately 6,000).

- Nebraska distributed copies of Educational Programs That Work to superintendents, principals, educational service units linkers, and college linkers (total 1,240).

- Pennsylvania distributed an unknown number of copies of the information in Educational Programs That Work to educators on request.

- Texas sent information about CPSS in a mass mailing to district superintendents (approximately 80).

- Maryland mailed copies of a minicatalog containing information on all career education programs to supervisory personnel in each of the state's 24 public local educational agencies and to all state personnel.

In addition to the items distributed by project staff and state facilitators, approximately 5,500 CPSS brochures were made available at national conferences. During the time period of the CPSS project, the National Center for Research in Vocational Education exhibited CPSS materials at approximately 150 conferences,

conventions, and meetings. Exhibits appeared at the conferences of the American Association of School Administrators, National School Boards Association, American Association for Counseling and Development, American Vocational Association, and Ohio counselor workshops. Other examples of conferences at which CPSS was exhibited are listed next.

- 1982

  --Regional Conferences of Guidance Counselors in Easton, Maryland

  --Yearly Counselor Workshops in Columbus, Ohio

  --American Association for Counseling and Development in Detroit, Michigan

  --American Vocational Association in St. Louis, Missouri

- 1983

  --Mississippi Vocational Association in Starkville, Louisiana

  --Louisiana Convention of Personnel and Guidance Association in Baton Rouge

  --Massachusetts Vocational Guidance Association in Boston

  --School District Counselors in Chicago, Illinois

  --American Association of School Administrators in Atlantic City, New Jersey

  --American Association for Counseling and Development in Washington, D.C.

  --American Vocational Association in Anaheim, California

- 1984

  --Arizona Counselors Association in Tuscon

  --Virginia Statewide Virginia Career Guidance Conference, in Roanoke

  --Career Education Conference in Arkadelphia, Arkansas

--Career Education Conference in Columbus, Ohio

--National School Boards Association in Houston, Texas

--American Association for Counseling and Development in Houston, Texas

--American Vocational Association in New Orleans, Louisiana

- 1985

--American Association of School Administrators in Dallas, Texas

--National School Boards Association in Anaheim, California

--New England Tests and Measurements and Evaluation Conference inPlymouth, New Hampshire

--The National Center's Unfinished Agenda workshops in Columbus, Ohio; San Jose, California; and Atlanta, Georgia

In addition, CPSS was promoted in various the National Center's products catalog and in a career development brochure. Approximately 32,500 of these items were distributed. In addition, the Field Services area of the National Center mailed 4,625 CPSS brochures in 1983. Also at the start of the project in 1982, a mass mailing to 4,000 school districts was conducted.

In summary, awareness information on CPSS was very well disseminated throughout the country. All state facilitators periodically received information on CPSS, newsletter editors in every state received news releases on the project, career guidance and career education personnel in each state received information, counselor educators across the country who taught career-related courses were notified about the project, and attendees at major

career-related conventions and conferences had the opportunity to learn about CPSS.

Also, a follow-up letter was sent to 38 individuals who had inquired about the project. Also, to determine how they used the information sent to them, the following questions were asked:

- Did you purchase any of the CPSS materials?
- If yes, are you currently using CPSS and how?
- If no, what influenced your decision not to purchase CPSS?
- Did you share information that you received about CPSS with others?
- If yes, what types of individuals? How many?
- Do you need additional information about CPSS?
- If yes, what information would be helpful to you?

Eight people (21 percent) responded to the letter. Twenty-five percent (2 respondents) indicated that they purchased the CPSS materials. One indicated current use of CPSS. Five people indicated that they did not purchased CPSS for the following reasons: CPSS materials are similar to materials that school is already using (2), they purchased a different career education program (2), and the materials did not relate to priorities (1).

When asked if they shared the materials with others, four (50 percent) indicated that they had shared the materials with a middle school principal, district personnel, guidance counselors, high school principal, and vocational education teachers.

None of the respondents indicated the need for additional information on the Career Planning Support System. One respondent associated with a regional career guidance center in

Illinois wrote that she was impressed with CPSS; however, school personnel in her region had not requested information on CPSS. She thinks this may be related to implementation requirements. Project staff used the survey results in planning how to proceed with the dissemination of CPSS.

Awareness Sessions

During the 3 years that CPSS was a D/D project, staff held 22 awareness sessions. Chart 3 indicates where the sessions were held, the number of people who attended each session, and the position these people had.

In summary, 713 people attended awareness sessions that held in 12 states. The majority of these people were counselors, followed by administrators and teachers.

As mentioned in chapter 2, the awareness session participants were surveyed after returning home. All individuals who had attended an awareness session on CPSS were sent a letter requesting information on their activities related to CPSS. Over 200 people were asked to answer the following questions:

- Did you purchase CPSS? If not, what influenced your decision?
- If you decided not to adopt CPSS, what influenced your decision?
- Have you had any involvement with CPSS since you attended the training session? If yes, what is the nature of this involvement?
- Do you need any additional information about CPSS? If yes, what information would be helpful to you?

CHART 3

AWARENESS SESSIONS

Date	Location	Number of Participants	Positions of Participants
01/12/83	Edison, NJ	50	Counselors, Teachers, Administrators
02/14/83	Charleston, SC	8	Counselors, Teachers, Administrators
02/15/83	Columbia, SC	3	Counselors, Administrators
02/16/83	Florence, SC	8	Counselors, Administrators
02/17/83	Greenville, SC	11	Counselors, Administrators
03/21/83	Jackson, TN	31	Counselors, Teachers, Administrators
03/22/83	Nashville, TN	31	Counselors, Teachers, Administrators
03/24/83	Cleveland, TN	10	Counselors, Administrators
03/25/83	Morristown, TN	13	Counselors, Administrators
05/09/83	Wausau, WI	130	Counselors, Teachers, Administrators
05/11/83	Oconomowoc, WI	170	Counselors, Teachers, Administrators
05/83	Columbus, OH	20	Counselors
06/15/83	Louisville, KY	4	Counselors, Teachers
06/22/83	Columbus, OH	13	Counselors
08/83	Columbus, OH	15	Counselors
12/03/83	Anaheim, CA	17	Counselors, Administrators
03/09/84	Phoenix, AZ	6	Counselors, Administrators
03/09/84	Little Rock, AR	100	Counselors, Teachers, Administrators
04/84	Houston, TX	16	Counselors, Administrators
04/19/85	Plymouth, NH	12	Counselors, Counselor Educators
07/84	Columbus, OH	32	Counselors
01/13/85	Cheyenne, WY	13	Teachers, Administrators
Total		713	

Fourteen people (approximately 7 percent) responded to the letter. Twenty-one percent of those who responded made positive comments about CPSS. These included, "Good program, but our school system has no funds available for career guidance." "We felt the program was excellent."

Relating to purchasing CPSS, 14 people had not purchased CPSS due to such reasons as lack of funds (3), school selected another career education program (1), little interest or lack of priority (2), and cutbacks in the department (1).

When asked why they decided not to adopt CPSS, the responses were lack of budget to implement the program (4), current use of another career education program (4), and the teachers decided against it (2).

In response to the question related to involvement with CPSS since the awareness session, 11 individuals indicated that they had not had contact with the materials since the workshop.

Three respondents requested additional information about CPSS. One wanted more information on the package, including the cost. Another requested any free written information. And the third, from a state department of public instruction, requested 30 sets of awareness information.

Finally, in addition to the staff conducted awareness sessions, the following states reported education on awareness sessions:

- o Massachusetts held three sessions.
- o Connecticut held three sessions.
- o Illinois held five sessions.

Adoptions

During the course of the project, there were 70 adoptions. The demographic information on these sites is contained in the Aggregate Data Section (attachment 15). By reviewing the attachment, one can determine that the majority of sites were in Idaho and the others were in Connecticut, Washington, and Wisconsin. The Idaho adoptions were the result of a major CPSS training effort in that state. In order for a school to become an adoption site, school personnel were to attend a training session, purchase the materials, and sign an agreement. All 70 schools met these requirements. However, project records indicate that only 10 schools were able to take the concepts presented in CPSS and incorporate them into their school's career development effort. One school was able to develop extensive career development units, and the other schools worked toward developing an effective plan to improve their career development programs. Schools that were unable to begin implementation of CPSS after the training gave a variety of reasons, including the following: the program was too structured for their needs, they were unable to obtain administrative support, and the funds were not available.

Reasons for not implementing CPSS are further understood, when one reviews comments by state facilitators on the current

emphasis on career development at the state level. Of the state facilitators that responded to a project developed survey, only 2 indicated a high level of state emphasis and funding commitment for career education/guidance, 6 indicated a medium level of emphasis, and 21 indicated a low level of emphasis in their state was low. Twelve of the 21 states that now have a low level of emphasis had a much higher level of interest 5 years ago. Even those states that now have a medium level of interest had a high level 5 years ago.

Since the level of emphasis and funding commitment at the state level overall is low, it is not surprising that the state facilitator projects also have a fairly low level of emphasis for career education. They cited lack of state support and priority and lack of interest by the school districts as reasons for a lower career development emphasis. Many states currently have priorities related to basic skills and technology.

In summary, CPSS was of interest to numerous school personnel who attended training and awareness sessions. However, the adoption rate might have been much higher if career education/guidance were the high priority that they were 5 years ago.

Certified Trainers

As described in chapter 2, certified trainers were identified and trained in an informal manner, and then later in the project, a more formalized approach was taken. Of the 16 individuals identified, 6 of these people were staff members at the National Center for Research in Vocational Education who were familiar

with the project. Having trainers internal to the National Center allowed for easy expansion of the project staff when necessary. Internal trainers conducted awareness and training sessions when the assigned project staff had prior commitments or needed a second trainer. The 10 external trainers identified at this time were people who had prior contact with CPSS on NDN. They included a counselor educator from New Hampshire, a previous NDN D/D project director, a counselor educator in Oregon, former staff members of a CPSS project who were working elsewhere, and users of CPSS at the demonstration sites.

On May 10, 1984, a 1-day train-the-trainer workshop was held in Columbus, Ohio. Twelve counselors, educators, and state department of education personnel from the states of Ohio, Pennsylvania, Indiana, Kentucky, and Michigan were invited to the workshop. All participants who signed an agreement to be certified trainers were provided a complimentary set of the CPSS materials.

Following the workshop, participants were asked to complete an evaluation form. In the first section of the form, participants indicated the success of the materials and processes used on a 1-4 rating scale with 1 being unsuccessful and 4 being very successful. Chart 4 displays the responses.

CHART 4

TRAIN-THE-TRAINER WORKSHOP RESULTS

	Percentage Unsuccessful	Percentage Slightly Successful	Percentage Moderately Successful	Percentage Very Successful
Handout/work-sheets and transparencies	0	0	8	92
Lecture presentations	0	8	58	34
Large group discussions	0	0	33	67
Small group discussions	0	0	50	50
Organization in terms of the logical flow of ideas	0	0	33	67
Important concepts defined	0	0	33	67
Mix of activities helpful in main-taining interest	0	0	25	75

It can be concluded from the data that overall participants thought the workshop was effective and worthwhile. Items that were incorporated into the next train-the-trainer session to make it even more effective included (1) more clearly stating the goals of the workshop at the beginning and (2) spending more time at the start of the workshop acquainting participants with the materials.

Two other certified trainer workshops were planned--one in New York and one in Florida. The New York training session was immediately after the annual, national convention of the American Association for Counseling and Development on April 5, 1985, in New York City. Counselor educators from across the country who taught career-related courses along with career development personnel throughout the state of New York were invited. Although 12 people indicated that they would participate in the session, none actually attended the session. Follow-up information, which included a copy of the evaluation study, was sent to all invitees who requested it.

The Florida workshop was scheduled for April 24, 1985, in conjunction with a statewide career education conference. All the appropriate counselor educators and state department personnel in Florida, Alabama, Georgia, Louisiana, and South Carolina were invited. Due to time conflicts and other unknown circumstances, the number of registered participants was so small that the workshop was cancelled. Approximately 20 people who had expressed interest in CPSS were sent the necessary information.

Although the certified trainer system for CPSS was began due to the termination of the project and the lack of career emphasis at the state level, it did not become fully implemented or utilized.

Demonstration Sites

At the start of the project, there were two demonstration sites--Putnam High School, Putnam, Connecticut, and American

Senior High School, Hialeha, Florida. During the first full year of the project, each site was given $1,000 to conduct activities for the project. Putnam used the bulk of their money to cosponsor a training session, and American used its funds to assist users with answering technical questions related to the use of CPSS. Due to budgeting factors and other concerns, the demonstration sites were not provided funds for the remaining years of the project. American Senior High School was then dropped as a demonstration site, leaving Putnam High School as the only demonstration site.

During awareness and training sessions, this demonstration site was mentioned and session participants were urged to contact the school. Since CPSS is an individualized planning program, schools would not gain much more from visiting with a demonstration site on site than from talking with a CPSS coordinator on the telephone. Therefore, interested individuals were encouraged to telephone the demonstration site rather than making a personal visit.

Cooperation with State Facilitators

The response from state facilitators on CPSS has been mixed. As indicated earlier, the majority of state facilitators did not place a high emphasis on career development programs; therefore, no or minimal work was done on their part. At the start of the project, a number of states included CPSS in statewide awareness sessions. These were New Jersey, Tennessee, and South Carolina.

Other states continued to support and promote CPSS during the course of the project, particularly Illinois, Florida, and Idaho.

Communication with the majority of the state facilitators was effective. Through telephone calls and written surveys, project staff were able to learn about state facilitators' current need and interest in CPSS. Many facilitators requested copies of the CPSS materials and had the information available for interested schools.

CHAPTER 4

PROJECT SUMMARY AND RECOMMENDATIONS

The National Diffusion Network is a viable means of promoting the use of exemplary educational programs, and CPSS's involvement with the NDN has been a worthwhile experience. This chapter describes the perceived strengths and weaknesses of CPSS's involvement with NDN and provides recommendations for further activities.

Strengths of Working with NDN

1. Being a part of the NDN allowed for high visibility of the project. CPSS had another form of credibility by being associated with NDN. Also, CPSS was continually promoted in documents such as Educational Programs That Work due to this association.
2. Funds were made available to conduct dissemination activities (e.g., develop, print, and distribute brochures; conduct awareness sessions; and promote adoptions of CPSS).
3. A network of state facilitators was available to identify potential users of the program.
4. Certified trainers and demonstration site personnel increased the staffing capabilities for the project. With the assistance of these people, more awareness and training sessions occurred.

5. State facilitators provided assistance in arranging awareness and training sessions. This allowed project staff time to conduct other activities.
6. A technical assistance staff was available to help in the development of brochures, awareness presentations, and other related activities.
7. Annual national and regional conferences afforded project staff the opportunity to learn of various skills necessary to better conduct the project. These skills ranged from completing NDN forms to better conducting presentations.

Weaknesses of Working with NDN

1. Career education and career development were not high priorities; therefore, CPSS was not promoted in the network as much as programs in such high-priority areas as basic skills and technology. State facilitators indicated that they respond to local school needs and that few are requesting information on career-related programs.
2. CPSS is a complex program that requires schoolwide commitment. Many schools saw the value of a program like CPSS, but they were unwilling to get involved with such a complex program.
3. The NDN funding level did not allow for project staff beyond one half-time professional person and one fourth-time clerical staff. With the organizational structure

and staffing patterns at the National Center, there was no opportunity to expand this staff with in-kind contributions. Therefore, CPSS project staff were unable to conduct some major activities that would have been desirable.

To summarize the aforementioned statements, project staff is of the opinion that NDN serves an important function and does it in an effective manner. The mechanisms are in place to promote any program that becomes a part of NDN. Unfortunately, CPSS became a part of the network the last year career education was an NDN priority. As evidenced by a survey of state facilitators, local school districts have other priorities that need to be met first. Career education is still important, but it does not seem to be perceived in the same manner as it was 5 years ago.

Recommendations

The following recommendations are made to the National Diffusion Network, based on this project's involvement with NDN.

1. Provide more specific guidance to the individual D/D projects. During the course of the CPSS project, project staff received little communication and guidance from NDN on how to conduct or improve activities. This could have been done by mail, telephone, or in person at conferences.
2. Provide D/Ds with information about state priorities. It would have been helpful to have had NDN give project

staff information on individual state priorities were so we could focus our activities with appropriate states.

3. Continue to provide opportunities for D/Ds to meet and learn from each other's experiences. Having the opportunity at conferences to discuss issues with other D/Ds was useful.
4. Provide updates on what programs in the same content area are doing. This information on what other career development programs were doing could have been used to coordinate activities.

The following list contains recommendations for how CPSS can continue as a nonfunded D/D. Accordingly, the National Center should do the following:

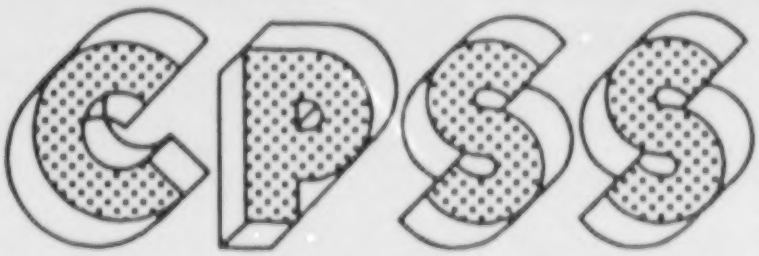
1. Communicate with state facilitators about the continued availability of CPSS materials and training on a cost-recovery basis
2. Promote CPSS in appropriate brochures and communication pieces
3. Present awareness sessions on CPSS, when appropriate, at conferences and conventions
4. Have at least one person available to conduct cost-recovery training on CPSS
5. Have at least one person available to answer telephone and mail requests on CPSS.

If the National Center would want to involve another program with NDN, the following recommendations are made.

1. Select a program that is in a high-priority area of NDN since this will be an area in which schools will probably have needs.
2. Have a program that can be effectively implemented in a classroom versus one that requires schoolwide commitment. It is easier to get one teacher to adopt a program than it is to get a group within the school to commit.
3. Allow sufficient staffing for the project. At least one full-time equivalent staff member is desired for an effective project.
4. Staff the project with people who are interested in the program and who have skills in the areas of written and verbal presentation, interpersonal relationships so they can work with school personnel and state facilitators, and follow-through with school personnel.
5. Develop the design for the JDRP study so it can be easily duplicated for JDRP recertification.

ATTACHMENT 1

CAREER PLANNING SUPPORT SYSTEM



Career Planning Support System

A NATIONAL EVALUATION STUDY: EXECUTIVE SUMMARY

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The project presented or reported herein was performed pursuant to a grant (OB NIE G 78 0211) from the National Institute of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the National Institute of Education should be inferred.

FOREWORD

The challenge to assist youth in gaining the skills and knowledge to plan for and acquire meaningful careers is a major concern of the educational community, particularly high schools.

Among the priorities identified by the career education movement of the seventies were (1) a need to blend student career development into the mainstream of educational practice, and (2) a need to meet increased accountability demands in the delivery of instructional and counseling services in public schools. To meet these two needs recent research activities have emphasized the importance of systems methodology in properly planning, implementing, and evaluating career guidance programs.

In response to the need for systematic program planning for student career guidance programs, the National Center of Research in Vocational Education developed and tested CPSS from 1971 to 1973. A two-year (1974-76) field test of CPSS resulted in important revisions of the materials. Thirty-eight individual high schools, ranging from rural schools of less than 100 to large urban and suburban schools of more than 2,000 students, participated in the field testing.

This Executive Summary outlines a controlled evaluation of the CPSS conducted between June 1, 1978, and November 30, 1979. The 1978-79 evaluation of CPSS involved eighteen high schools in seven states. By comparing ten experimental (used CPSS) with eight control (did not use CPSS) high schools, National Center staff conducted a national assessment of the effectiveness of the CPSS. The results of the national assessment show that the career development programs in the ten high schools that used CPSS were significantly better than the programs in the eight high schools which did not use the CPSS. We are pleased to report that, in a controlled evaluation, CPSS works.

We are deeply grateful to the staff in the high schools and school districts who participated in the evaluation study. Their cooperation and consistent enthusiasm were central to the successful completion of the project. The names of the staff, schools, and school districts involved in the national evaluation are listed in the Acknowledgements.

Special thanks go to the project staff who planned and conducted the CPSS evaluation, Dr. Robert E. Campbell, Mr. Harry N. Drier, Mr. James A. Pearsol, Dr. Ann R. Nunez, Mr. Vernon Padgett, Dr. Donald C. Findlay, Dr. Larry Hotchkiss, Project Director, and Dr. Frank Pratzner, Associate Director for Research.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

DESCRIPTION OF CPSS

CPSS consists of handbooks, reproducible forms and filmstrips that describe a comprehensive organizational framework and procedural steps a school staff can use to create an accountable, school-wide high school career development program. The following list describes the complete set of CPSS materials:

- The *Coordinator's Training Guide* is a self-instructional training guide for the part-time CPSS coordinator.
- The *Coordinator's Handbook* contains instructions that describe step-by-step procedures for managing and implementing CPSS in the high school.
- *Camera-Ready Forms* are reproducible copies of each form needed for the questionnaires, instructions, CPSS Program Information File, etc.
- Handbooks

  The *Advisory Committee Handbook* defines the responsibilities and duties of Advisory Committee members (five copies).

  Assessing Resources guides a resource leader in directing a task force to collect information on and account for the use of resources in the school and community.

  Assessing Needs: Surveying provides instruction for preparing, administering, and collecting survey questionnaires for students, graduates, parents, and faculty/staff (five copies).

  Assessing Needs: Tabulation contains instruction on manually tabulating data collected by questionnaires (five copies).

  Analyzing Methods informs a methods specialist about the availability and application of guidance methods and how to integrate this knowledge during the construction and review of career development units.

The Manual for Writing Behavioral Objectives is a self-instructional resource for a behavioral objectives specialist (five copies).

Writing Behavioral Objectives informs the behavioral objectives specialist about the function of behavioral objectives in the construction of career development units.

Producing Career Development Units (CDUs) provides direction for developing career guidance/development activities (ten copies).

- Filmstrip/Audio Tape Presentations include:

  AV-1: "An Orientation to CPSS"—orients interested persons to CPSS.

  AV-2: "Shaping Program Goals"—gives an overview of how the needs and resources assessment lead to goals for a school.

  AV-3: "Behavioral Objectives"—accompanies the behavioral objectives manual.

  AV-4: "Producing CDUs"—gives an overview of the career development unit process.

To accomplish the planning, implementation and evaluation procedures, CPSS recommends that a school coordinator lead the CPSS effort with the assistance of a working steering committee comprised of students, teachers, counselors, and administrators. The CPSS coordinator gives direction to the CPSS effort and chairs the steering committee; however, much of the planning, implementation and evaluation is performed by the steering committee with the help of other school faculty and members of the community.

CPSS, as a support system, is designed to provide the organizational structure and outline procedural steps required to install a schoolwide career development program. It does not prescribe what specific career development activities a school should use, but rather provides a means for a school to focus its career development program on the unique needs of its own students and within the bounds of its own resources.

THE NATIONAL CPSS EVALUATION STUDY

Objectives

Two objectives guided the study. The objectives addressed the capacity of CPSS to produce (1) a systematic plan for career guidance and (2) career development activities that have a high probability of improving student career development skills.

Objective One is based on the assumption that "a systematic plan" is derived from coherently related planning components. For the purposes of this study "a systematic plan for career guidance" consists of the following planning elements:

- An *organizational* structure facilitating a career development program, to include clearly designated *leadership*, permanent active *committees* and work groups, and *administrative cooperation*.
- An assessment of the career development *needs* of local students and use of the results of the needs assessment in the career development program.
- Creation of explicit career development *goals* reflecting assessed student career development needs.
- Creation of behavioral *objectives* designated to implement the goals.
- Creation of *student activities* to achieve the objectives and goals.

Objective Two is based upon the assumption that systematic career development program planning leads to higher quality activities to meet student needs for career development skills than activities found in schools that do not use systematic planning procedures. Although the one year assessment period did not permit full implementation of CPSS and full development of CDUs, some data were collected allowing comparisons between experimental and control school career development activities.

Design of the Evaluation

Data supporting the objectives were gathered, using a pre-post, experimental-control group design, on eighteen high schools. The high schools were located in Arizona, Maryland, Illinois, Kentucky, Tennessee, Florida, and Colorado. Table 1 displays descriptive statistics for the test sites. Ten of the eighteen participating schools used CPSS for one academic year, and the remaining eight did not. In this study CPSS users frequently are referenced as experimental schools and nonusers are termed control schools. Measurements on all variables related to the main claim were taken before and after the school year in which experimental schools used CPSS.

Each school provided a part-time coordinator who was responsible for the preparation and completion of data collection forms and who served as the on-site contact person with the National Center staff. In the experimental schools this contact person also served as the CPSS coordinator. The experimental school coordinators received a three-day training in CPSS procedures in November 1978. The training was conducted at the National Center by project staff. Training normally is not necessary for use of CPSS; it was provided in this instance to help accelerate the normal process of creating a career planning system, in order to complete the study within the specified time period.

Both experimental and control schools were monitored by monthly telephone calls and one site visit in February 1979. This was in addition to pre-test and post-test site visits to all schools in November or December of 1978 and May or June 1979. The telephone calls and site visits included very little technical assistance. Experimental school coordinators were requested to complete project logs twice a month, describing the progress of CPSS in the school.

Participating schools volunteered in response to a national publicity campaign. The original intent was to assign participating schools at random to experimental and control conditions, but due to insistence of local school administrators random assignment occurred in only four instances. In the remaining cases, local school officials made the determination. Experimental schools were paid $5,000 to defray expenses, mostly to pay for personnel time. Control schools were paid $500 and given a set of CPSS materials at the end of the study.

TABLE 1. CHARACTERISTICS OF TEST SITES

Average of Characteristic	Control Schools	Experimental Schools	t-value
Size of student population	1916	1943	.074
Ratio of faculty and staff to student population	19.49	17.64	1.540
ACT/SAT scores*	15.67	16.84	.748
Estimated family income	$12000	$13125	.607
Drop out rate	7.4%	10.0%	1.375
Percent white	38.0%	51.0%	.814

* Five schools made SAT scores available, and the remaining thirteen submitted ACT averages. The five SAT scores were converted to the metric of ACT by dividing them by the ratio of the average over schools SAT to the average ACT.

Measurement

Two data collection forms, the Career Development Program Status Report and the Verification Checklist, and one rating instrument, the Career Development Program Rating Instrument, were developed and used for the study. The Status Report and Verification Checklist were used to collect information from the field sites. The information was then reviewed and rated by a fifteen member review panel with acknowledged expertise in career development related areas. The review panel members individually answered questions on the Rating Instrument by referring to information collected on the Status Report and Verification Checklist for each school. All analyses reported in this summary were based on data drawn from the Rating Instrument.

The Status Report was completed by school personnel in all schools who documented the extent to which their existing career development program planning reflected the basic components of systematic career development program planning. These data were collected at pre-test and post-test.

The completed Status Report was reviewed on-site by project staff and missing data were obtained. Examples of the type of information collected through the Status Report include data about career-education goals, assessment and evaluation related to career education, and student career-development activities. Career development activities include, but are not limited to, curriculum units, visits to local businesses, and career days.

The Verification Checklist provided a means by which project staff could corroborate, clarify, and expand the information recorded on a school's Career Development Program Status Report. During the pre-test and post-test site visits, a National Center staff member completed the checklist with school personnel assistance, and both persons signed the completed form indicating agreement on the accuracy of the information. Examples of information gathered on the Verification Checklist include data about career-education needs, career-education goals, and committee organization related to the career education of students.

The Rating Instrument was developed by project staff with the assistance of an external instrument design specialist. Two factors basic to the design of the rating instrument were: (1) inclusion of items that were clearly

answerable given the descriptive information that was being rated, and (2) the exclusion of items that did not allow control schools a fair opportunity to receive a high rating.

The Rating Instrument asks questions concerning specific facts describing the school's career development program planning. Detailed questions are asked about the conduct of needs assessment, goal formation, objective writing, student activities, and organizational structure. Six summary questions asked raters to form broad judgments concerning each of the five elements of a systematic planning process for career development as outlined in the Objectives Section of this summary. The sixth question requests a judgment regarding the overall quality of the career development program. These six summary questions formed the bases for analysis.

A group of fifteen eminent persons in fields related to career development research and practice was assembled at the National Center to assist with interpretation of the information collected from the field sites. Panelists completed two rating instruments for each participating high school. The first completion provided a description of all schools at the beginning of the school year, 1978-79, and the second completion described the career development program in all schools at the end of the school year. During the year the experimental schools used CPSS materials and the control schools did not. It should be noted that all identifying information, e.g., state, city, school, name, address, and dates had been removed from the data sources prior to the ratings.

At least three panelists were assigned at random to rate each experimental and control school. Assigning more than one rater to each school permits numerical assessment of reliability of the ratings and yields more accurate results than could be obtained from a single rating per school. Pre test and post test ratings for each school were done by the same group of panelists.

To answer the six summary questions on the Rating Instrument, raters referred to all information on the Status Report and Verification Checklist from each school. Thus, raters had at their disposal data regarding schools' student career development needs and goals, career development activities designed for use with students, and organization of career development program planning.

Results

The major results of the study are summarized in Figure 1. The panels of the figure are numbered and labeled to correspond to the six summary questions.

The graphs display plots of mean differences in post-test scores between experiemental schools (E) and control (C), as adjusted statistically by the analysis of covariance for pre-test scores on the dependent variable. These graphs may be interpreted as differences in change from pre-test to post-test, adjusted for differences in starting point. The vertical axis of these graphs represent scores on the six items. The horizontal axis does not reflect a continuous scale. Rather, the left-hand point (labeled C) corresponds to the control group, and the right-hand point corresonds to the experimental group (labeled E).

This positioning of E and C is arbitrary, but was selected so that a positive slope indicates support for the main hypothesis: that experimental schools show larger gains when adjusted for starting point than do control schools. All six graphs do show a substantial positive slope, thereby lending support to the objectives of the study. All statistical tests are highly significant, with probabilities less than .001. (Reported probabilities are for the main effect of the experimental variable, after adjustment for the covariate.)

Whenever random assignment to treatment groups cannot be realized, observed differences between treatment groups, in theory can be due to nontreatment variables.The standard methodology for handling objections of this sort is to introduce some type of statistical control for a small group of variables that are likely candidates to account for observed differences between treatment groups. In the present case, the sample size is small enough to render such procedures of dubious value. One may observe, however, bivariate relationships between selected "control" variables and the treatment variable. In the present study the treatment variable is defined by the two categories--used CPSS and did not use CPSS. Averages on the following variables were compared statistically for users and nonusers of CPSS.: student population size, ratio of faculty and staff to students, academic test scores, drop-out rate, percentage of the student body who were minority group members, and a rough estimate of family income of the student body. As shown in Table 1, in none of these six tests were statistically significant differences observed. Hence, it is concluded that the differences between users and nonusers of CPSS on the six criterion variables are not due to any of these six characteristics of schools.

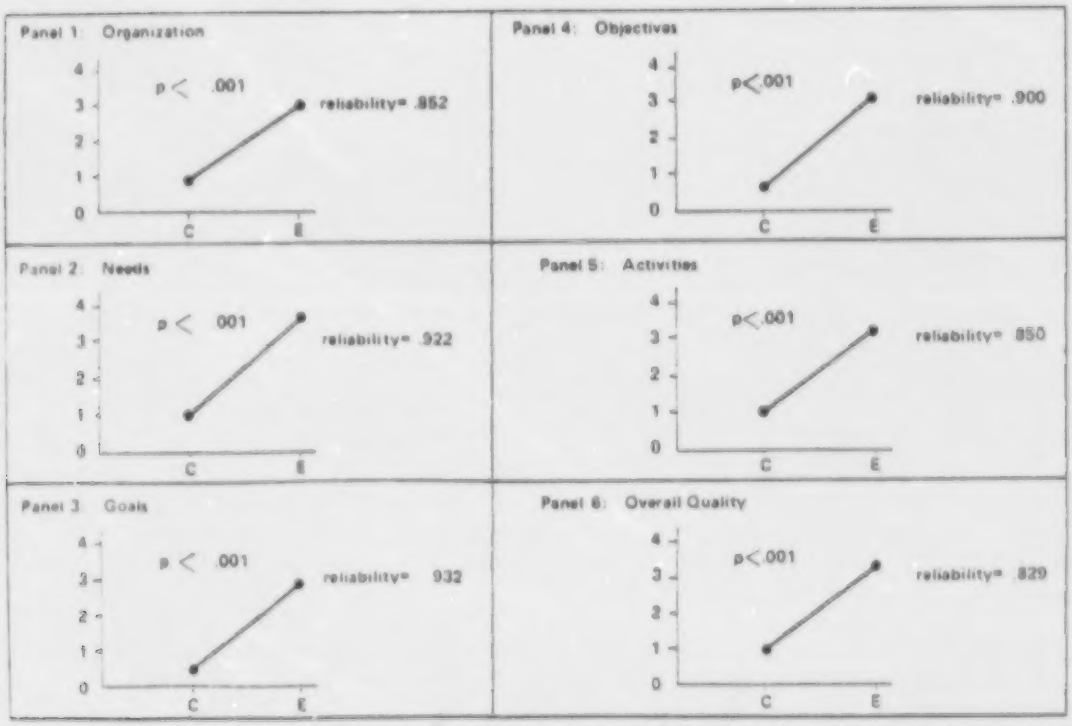


FIGURE 1. ANCOVAs AND RELIABILITY ESTIMATES FOR SIX SUMMARY QUESTIONS

Conclusions

The national evaluation of CPSS was designed to test the effectiveness of CPSS and was guided by two objectives. Objective One stated that school staffs using CPSS for one year would develop a systematic plan for career guidance. Objective Two stated that school staffs involved in CPSS for one year would develop a plan that contained activities having a high probability of improving student career development skills.

The results as reported in Figure 1 for Objective One (panels 1-6) and Objective Two (panels 5 and 6) were highly significant, with $p < .001$ levels of significance. These results suggest that during one year school staffs with school characteristics similar to the schools and staffs involved in the 1978-79 evaluation study can successfully use the CPSS materials to generate a systematic plan for career guidance as defined by the successful completion of key planning steps:

1. organization of staff
2. needs assessment
3. goal setting
4. preparation of student behavioral objectives
5. design of quality career development units

DISSEMINATION

The findings of the evaluation study have been submitted to the National Institute of Education (NIE). It is expected that the study will be reported to the Joint OE-NIE Dissemination Review Panel (JDRP). This panel of experts reviews the products of federally-sponsored research for fidelity to accepted principles of research, and subsequent dissemination funds. It is expected that if JDRP approval is obtained, CPSS may become recognized further as an effective product.

EDUCATIONAL IMPORTANCE

As noted in the Foreword of this Executive Summary, the CPSS materials were developed in response to a need for improved career development planning in schools. This need has been expressed repeatedly in a

variety of professional forums representing several professional specialities. Prior to development of CPSS, a consensus developed which reported that systematic planning was an essential ingredient in improving career development programs. The CPSS materials are designed to instruct school staffs in the use of a systematic planning process and development of associated products for building career development programs in high schools. The data from the 1978-79 national evaluation demonstrate that the materials do enable staffs to create a systematic planning process leading to quality career development units.

INTENDED USERS

High school personnel, community members, parents and students cooperate in the use of CPSS.

COSTS TO SCHOOLS

Table 2 shows cost estimates for using CPSS during the first year and subsequent years. Because costs may vary among schools, a range is entered in the table.

TABLE 2. COST ESTIMATES PER SCHOOL

	First Year (Nonrecurring Costs)	Subsequent Years (Recurring Costs)
Personnel	$2900--7250	$2175--2900
Staff Training	0	0
Special Facilities	0	0
Equipment	0	0
Comsumables	123	61
Other Costs	260	60
TOTAL COSTS	$3283--7633	$2295--3021

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District Superintendents, School Principals, and Coordinators

ARIZONA
Elanny Luty, Superintendent; Veda Syers, Consultant
Globe Public Schools, Globe
John Vest, Principal; Mike Cruikshank, Coordinator
*Globe High School, Globe

Lawrence Lemons, Superintendent
Miami Public School, Miami
Richard Panagos, Principal; James Zoll, Coordinator
Miami High School, Miami

COLORADO
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Jack Jost, Principal; Rein Leetmae, Coordinator
*Alameda Sr. High School, Lakewood
John Musciano, Principal; Fred Dyer, Coordinator
Pomona High School, Arvada

FLORIDA
J.L. Jones, Superintendent
Ernest Upthegrove, Career Consultant
Dade County Public Schools, Miami
Lonnie Coleman, Principal; Ruth Sedlik, Coordinator
*American Sr. High School, Hialeah
Miriam Stoodt, Principal; Alice Bryant, Coordinator
*South Dade Sr. High School, Homestead
Nicholas Borota, Principal
Paul Duncan, Ass't. Principal
North Miami Sr. High School, North Miami

* experimental school

ILLINOIS
Joseph Hannon, Superintendent
Joyce Clark, Director, Department of
Guidance Programs & Services
Chicago Public Schools, Chicago
Floyd Wyrick, Principal; Lois Gueno, Coordinator
*Calumet High School, Chicago
Jacqueline Simmons, Principal
Landon Cox, Coordinator
*Paul Robeson High School, Chicago
Joseph Smith, Principal
Mildred Losee, Coordinator
J.M. Harlan High School, Chicago
Robert Saddler, Principal
Marjorie Spurlock, Coordinator
John Marshall High School, Chicago

KENTUCKY
E.C. Grayson, Superintendent
Barbara Preli, Director of Career Education
Jefferson County Public Schools, Louisville
Eugenia Lewis, Principal; Paul Clubb, Coordinator
*Iroquois High School, Louisville
Joseph McPherson, Principal
John Preli, Coordinator
Central High School, Louisville

MARYLAND
John Crew, Superintendent
Hilbert Stanley, Administrative Assistant
Baltimore City Public Schools, Baltimore
Edmonia Yates, Principal
Gwendolyn Brooks, Coordinator
*Forest Park Sr. High School, Baltimore
Kathleen Luchs, Principal
Myrna Goldberger, Coordinator
*Northwestern High School, Baltimore
John Mohamed, Principal
Jane Gates, Coordinator
Lake Clifton High School, Baltimore

* experimental school

TENNESSEE

Willie Herenton, Superintendent
Wallace Wilson, Guidance & Pupil Adjustment Division
Danny Hollingsworth, Guidance & Pupil Adjustment Division
Memphis City Schools, Memphis
Corbet Washington, Principal
Warren Morehart, Coordinator
*Sheffield High School, Memphis
Bennett Hunter, Principal
Louis Wakefield, Coordinator
Raleigh-Egypt High School, Memphis

* experimental school

Career Planning Support System
Complete Set of CPSS
RD 119—$80.00

ORDERING INFORMATION

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$ 50 to $100	the discount is	5%
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$201 to $300		15%
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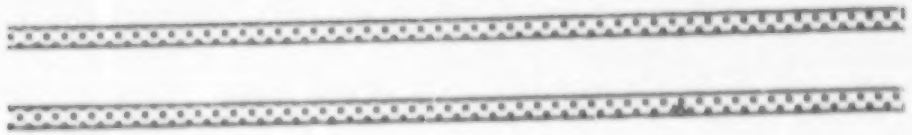
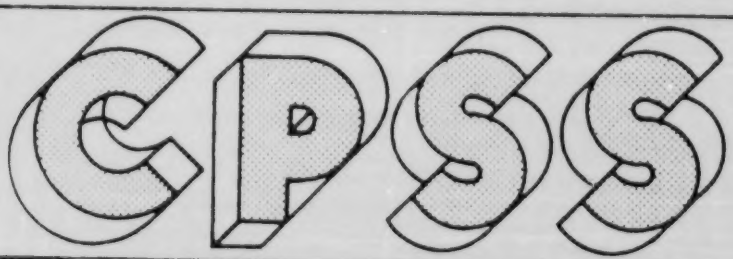


The Ohio State University

ATTACHMENT 2

CPSS DECISION GUIDE

JDRP APPROVED!
NDN Developer Demonstration Project



Career Planning
Support System

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD, COLUMBUS, OHIO 43210

DECISION GUIDE

WHO IS RESPONSIBLE FOR CAREER GUIDANCE?	The education system, as a whole, is responsible for preparing students to become literate, productive citizens. This includes providing students with skills needed to make appropriate decisions about their careers. Often the counselor is perceived as the main person in the school responsible for students' career development. However, this role is too important for one person. Teachers and others who are with students on a continual basis also have the responsibility for guiding students toward appropriate career decisions and choices. The Career Planning Support System seeks to overcome the traditional problems associated with depending on guidance counselors to provide all career guidance services.

WHAT IS CPSS?	The Career Planning Support System (CPSS) describes a way in which a secondary school can improve its career guidance program. Handbooks, guides, survey questionnaires, and filmstrip/audio tape presentations outline how a school can organize, develop, and evaluate its own career guidance program. CPSS provides the structure and the school provides the content for the career guidance program that is based largely on student needs and local resources. This approach provides accountability to students, parents, and taxpayers for the school's career guidance activities. CPSS is intended to be integrated into the school's operations. It is not a short-term, here-today-gone-tomorrow program.

WHAT ARE CAREER DEVELOPMENT SKILLS?

CPSS focuses on the nontechnical skills individuals need to cope in the world of work.

Many necessary career development skills can be identified. Your school may already have selected some. CPSS identifies five skill cagegories as fundamental for students' career development.

- *Self-Awareness, Social Awareness, and Personal Decision Making*—skills needed to better understand self-interests, abilities, and values, and to make personal career decisions.
- *Career Exploration*—skills needed to find meaningful information about occupations.
- *Job Acquisition and Adjustment*—skills needed to locate, obtain, and adjust to a job, whether it be the first or a subsequent job.
- *Education and Training Exploration*—skills needed to find information about schools that further one's education beyond high school.
- *Education and Training Acquisition and Adjustment*—skills needed to locate, enter, and adjust to a school.

These five categories, from the perspective of CPSS, represent the minimum career development skills a school's curriculum should address. They provide a nucleus for future program goal development.

CPSS is flexible enough that other goals may be added or subtracted freely. If your high school, school district, or state department of education is committed to other career development skills, you will find CPSS can easily accommodate most positions.

WHAT IS THE CPSS PROCESS?

1. PLANNING

Organizing for CPSS: Leadership is required to plan and to sustain a career guidance program. One person, using CPSS as a management technique, coordinates activities. This coordinator can be a guidance specialist or another professional of the school staff.

The principal, as with any successful schoolwide activity, must play a clear and supportive role in the execution of CPSS. The principal and the coordinator must work cooperatively throghout the CPSS process.

A permanent Steering Committee (5-7 members), an Advisory Committee, and two temporary task forces are formed from representatives of the faculty, students, and the community. Activities are designed to involve each person and to share the work load.

Identifying Needs and Resources: Task forces, using survey questionnaires, collect, tabulate, and interpret data from parents, recent graduates, students, and faculty on student career development needs. Strengths as well as deficiencies in the school's career guidance program are assessed.

School and community resources for supporting student guidance activities are inventoried, accounted for, and evaluated to optimize their efficient use.

Shaping Goals: Using survey data, the Steering Committee formulates goals to meet students' career development needs. Core goals are identified in CPSS along with instructions for writing additional goals.

The skills, knowledge, and attitudes students should have are defined by the goals that are developed. The CPSS procedure insures that the goal is significant response to student needs identified by the survey.

Goals are then made more specific and measurable by preparing behavioral objectives. CPSS provides self-instructional guidelines for writing these.

Incremental Expansion: The number and type of goals to be implemented are matched to existing resources. The program is expanded as additional supportive resources become available.

2. IMPLEMENTATION

Moving Plans to Action: There are usually alternative methods to achieve program goals and objectives. The task is to choose instructional or guidance methods that are most appropriate for the students. CPSS helps to choose effective methods which use school resources efficiently.

Goals, objectives, methods, and resources are blended into learning activities called career development units (CDUs). A CDU attempts to achieve one or a closely related set of career development goals. CDUs state behavioral objectives for each goal, instructional methods and resources for each objective, and a strategy for implementing the units into the curriculum.

3. EVALUATION

Assessing the Guidance Program: Three levels of evaluation take place in CPSS.

First Level – CDUs are evaluated at their completion to determine whether students achieved the expected outcomes. Additionally, assessments by teachers and students about the usefulness of the CDU are recorded.

Second Level – An annual program review is conducted for all CDUs. The program's effectiveness is assessed and a plan for the coming year is developed. The CPSS process continues developing and modifying CDUs.

Third Level – Reassessment of the total program is suggested every two to three years. The CPSS process is reinitiated to determine changing career development needs of the students and to adjust the career guidance program to accommodate these changing needs.

The CPSS process continues to improve the school's career guidance program incrementally by responding to its students' changing career development needs while maximizing the use of available resources.

HOW DO WE KNOW IT WORKS?	The Career Planning Support System was developed and field tested over a five-year period by the National Center for Research in Vocational Education under the sponsorship of the National Institute of Education. Twelve states participated in a two-year (1974-76) field test of CPSS. Thirty-eight individual schools, ranging from rural schools of less than 200 to large urban/suburban schools of more than 2,000 students, completed the field testing. The 1978-79 national assessment of CPSS involved eighteen schools in seven states and compared the career development program planning efforts of schools using CPSS materials (experimental schools) with schools using their own plans for a career development program (control schools) during one academic year. The experimental schools (N=10) and control schools (N=8) were matched according to school size, racial/ethnic composition of student body, students' scores on standardized tests, family income, etc. In November, 1978 and May, 1979 staff from experimental and control schools completed Career Development Program Status Reports describing their school's career development program planning. The reports were rated anonymously by a panel of experts to assess the quality of career development program planning in each school. At the end of the trial year the experimental schools showed evidence of higher quality career development program planning and a likely improvement of student career development skills as a result of such planning. CPSS is a student-oriented career guidance program developed from the experiences of the 1974-76 field application and demonstrated to work in the 1978-79 assessment study.

WHAT CAN CPSS DO FOR YOU?

Many benefits, to the school and to its students, result from the application of CPSS.

- Increased student and staff participation in the career guidance program
- A set of student career development needs
- A descriptive record of school and community resources available to support career development activities
- A prioritized list of career development goals for students
- A number of behaviorally stated objectives designed to achieve goals
- Locally developed instructional or guidance strategies and methods (career development units) designed to achieve career development goals for students
- A capability to plan, implement, review, evaluate, and upgrade career development activities on a continuing basis.

Most of these results occur within one school year; others may take longer. The degree to which benefits become evident, of course, is directly related to how actively students, teachers, administrators, and counselors become involved in the CPSS process.

Continued use of CPSS will enable you to know your students' career development needs and to design strategies to meet those needs. In time, by effectively applying the CPSS process, the ultimate outcome—graduates with career development skills to become productive citizens/employees in our society—can be realized.

WHAT DOES YOUR SCHOOL NEED TO USE CPSS?

The Career Planning Support System

The cost of a complete set of CPSS materials to implement the program is $80.00.

School Personnel

The approximate number of staff positions and estimated time requirements over a one-year period are:

- A CPSS school coordinator at a minimum of 1 hour per day the first year. (This should be viewed as part of his/her normal school responsibilities when considering school outcomes and benefits.)
- Five to seven Steering Committee members (3-5 faculty/staff and 2 students) at an average of one and one-half hours per week the first year.

An individual may serve in more than one position. Also, the number of CPSS team members may be scaled downward if the school's population is less than 600.

School Equipment and Supplies

Supplies and equipment needed during the first year of CPSS include:

- Printing/Duplicating
  - questionnaires—impressions totaling approximately 5 times the student population
  - miscellaneous—approximately 200 impressions
- Postage (if questionnaires are mailed, enough for 2 mailings to a sample of parents and recent graduates)
- Office supplies (excluding reproduction paper)
  - two reams of letterhead
  - 1,400 business-size envelopes (school logo)
- Equipment—filmstrip projector/cassette tape player (remote control and synchronizing capability optional)

Supplies needed during subsequent years of using CPSS will be at a reduced level.

HOW DOES CPSS RELATE TO NDN?	In 1980, the Joint Dissemination Review Panel (JDRP), a federal board that reviews and approves exemplary education products, approved CPSS making it available for funding by the National Diffusion Network (NDN). The NDN is a nationwide network established to assist schools in improving their education programs through the adoption of JDRP approved projects. The National Center for Research in Vocational Education has received a grant from NDN and through this grant staff conduct awareness sessions, provide training, and assist those schools who adopt CPSS.
WHAT DOES IT MEAN TO ADOPT CPSS?	Project staff at the National Center believe any high school can improve its career guidance program by using the Career Planning Support System. We hope that you agree with us and think it is appropriate for your school. If so, you should consider adopting CPSS. When your school adopts CPSS, it is agreeing to systematically plan, develop, implement, and evaluate its career guidance program. This is done by following the steps outlined in the "What is the CPSS Process?" section of this brochure. The school uses the CPSS materials to complete the steps (or shows evidence that the steps have already been completed). The CPSS project staff at the National Center provides training and technical assistance to schools that are adoption sites.
HOW TO LEARN MORE ABOUT CPSS	To learn more about CPSS or to discuss adoption possibilities, contact Karen Kimmel Boyle, CPSS Project Director, or Harry Drier, Development Division Associate Director, toll free 1-800-848-4815 (outside Ohio, Alaska, and Hawaii), or 614-486-3655. Also, your NDN state facilitator can provide you assistance.

THE CAREER PLANNING SUPPORT SYSTEM

Published by the National Center for Research in Vocational Education

Career Planning Support System (Complete Set of CPSS: RD 119–$80.00)

Coordinator's Training Guide (RD 119 A–$4.40). A self-instructional training guide for the CPSS coordinator.

Coordinator's Handbook (RD 119 B–$6.25). Step-by-step procedures for managing and implementing CPSS in the high school.

Camera-Ready Forms (RD 119 B/M–$7.40). A reproducible copy of each form needed for the questionnaires, instructions, CPSS Program Information File, etc.

Advisory Committee Handbook (RD 119 C–$1.75). Defines the responsibilities and duties of the Advisory Committee members. (Complete set includes 5 copies.)

Assessing Resources (RD 119 D–$4.50). Guides the resource leader in directing a task force to collect information on and account for the use of resources in the school and community.

Assessing Needs: Surveying (RD 119 E–$1.90). Provides instruction for preparing, administering, and collecting questionnaires for students, graduates, parents, and faculty/staff. (Complete set includes 5 copies.)

Assessing Needs: Tabulation (RD 119 F–$3.80). Instruction in manually tabulating data collected on questionnaires. (Complete set includes 5 copies.)

Analyzing Methods (RD 119 G–$1.75). Directs the methods specialists about the availability and application of guidance methods and how to integrate this knowledge during the construction and review of career development units.

Manual for Writing Behavioral Objectives (RD 119 H–$3.25). A self-instructional resource for the behavioral objectives specialist. (Complete set includes 5 copies.)

Writing Behavioral Objectives (RD 119 I–$1.75). Informs the behavioral objectives specialist about the function of behavioral objectives in the construction of career development units.

Producing CDUs (RD 119 J–$1.90). Provides direction for developing career guidance/development activities. (Complete set includes 10 copies.)

Filmstrip/Audio Tape Presentations (RD 119 K–$15.00).

AV-1: "An Orientation to CPSS" – Designed to orient interested persons or special groups to CPSS.

AV-2: "Shaping Program Goals" – An overview of how the needs and resource assessment lead to goals for your school.

AV-3: "Behavioral Objectives" – Used with the behavioral objectives manual.

AV-4: "Producing CDUs" – An overview of the career development unit process.

ORDERING INFORMATION. All prices include postage and handling. When ordering use series numbers and titles. Orders of $10.00 or less will be accepted on a cash, check or money order basis only. Purchase orders will be accepted for orders in excess of $10.00. Please make check or money order payable to: THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION. Mail remittance and/or purchase order to: National Center Publications, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Prices subject to change.)

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ATTACHMENT 3

THE CAREER PLANNING SUPPORT SYSTEM
INFORMATIONAL OR PROMOTIONAL MATERIAL
FOR LOCAL OR STATE NEWSLETTER OR BULLETIN

THE CAREER PLANNING SUPPORT SYSTEM
INFORMATIONAL OR PROMOTIONAL MATERIAL
FOR LOCAL OR STATE NEWSLETTER OR BULLETINS
(May be adapted for local use)

The Career Planning Support System (CPSS), a recent awardee of a Developer Demonstrator grant from the National Diffusion Network (NDN), offers step-by-step directions in planning, developing, implementing, and evaluating a career guidance program. As one of twelve career education products currently approved by the NDN, limited technical assistance and training for CPSS may be available through the current Developer Demonstrator project awarded to the National Center for Research in Vocational Education. Additional funding sources may be obtained through your state NDN facilitators or directors of career education. To find out more about the CPSS Developer Demonstrator Project contact Ann Nunez at the National Center for Research in Vocational Education, toll free 800-848-4815 (outside Ohio), or 614-486-3655 (if Ohio, Alaska, or Hawaii). In your state contact your NDN facilitator(s) or director of career education.

ATTACHMENT 4

CENTERGRAM

CENTERGRAM

The National Center for Research in Vocational Education
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

Volume XVII, No. 11
November 1982

HIGH SCHOOL VOCATIONAL GRADUATES: WHICH DOORS ARE OPEN?

In terms of expenditures and the personal time of both students and instructors, our country has a large public investment in secondary vocational education. But in our efforts to evaluate this discipline, are we really measuring the true value of our investments? Is job placement the only valid success criterion, or does vocational education have significant effects in other areas as well?

To answer these questions, National Center researchers recently completed a series of studies that dealt specifically with the patterns of participation in vocational education and their subsequent outcomes. The results of three of these studies, summarized in the publication *High School Vocational Graduates: Which Doors Are Open?*, set the stage for new understanding in vocational education evaluation by not only clarifying these patterns, but also exploring how variations in these patterns influence students' success in both the labor market and postsecondary education.

Defining the "Vocational" Student

According to Project Director Dr. Paul Campbell, traditional research into participation in vocational education has largely depended on students' self-report of high school programs and concentration. Recognizing this as an inaccurate system of classifying the high school vocational experience for most purposes, National Center researchers took a new approach by combining demographic, socioeconomic, and interview data from the National Longitudinal Survey (NLS) of Labor Market Experience, New Youth Cohort, with the actual high school transcripts of a subsample of the NLS panel. After integrating and analyzing these data sources, researchers were then able to describe not one but five distinctive patterns of participation in vocational education: concentration, limited concentration, concentration/exploration, exploration, and incidental/personal use.

Concentrators, explained Campbell, were those students who took a substantial number of courses in a specialty area, engaged in a continuous program, and studied the specialty until graduation. Limited concentrators were similar to the concentrators, but tended to take fewer vocational credits, had some breaks in program continuity, and occasionally terminated this program after the eleventh grade. Concentrator/explorers tended to concentrate early in a specialty, but frequently ended this concentration after the tenth grade. Other students sampled many program areas without choosing a specialty (explorers), or used vocational courses to accumulate a small number of high school credits (incidental/personal users).

The primary difference between these classifications and those used in previous research, said Campbell, is that the classifications in this study "involved concentrated descriptions of what high school vocational education really is. In analyzing an issue that is as complex as the outcomes of vocational education, we cannot base our information on isolated or generic experiences; we must have data that accurately approximate the true investment of an individual student in vocational education."

Patterns of Participation: Do They Make A Difference?

Confirming the results of earlier studies, analyses of variables such as race, sex, and socioeconomic status in this study clearly showed that such external influences do indeed have a strong effect on labor market outcomes. In spite of this effect, however, researchers did find that vocational education is able to have some influence on its users' participation and success in the labor market.

continued on page 2

IN THIS ISSUE

Research •
Planning
Program Development
Personnel Development •
Curriculum Development
Evaluation
Dissemination
New Products •

THE SCHOOL TO WORK TRANSITION: A EUROPEAN PERSPECTIVE

The year was 1975. Slowly but surely, industrialized countries around the world were beginning to notice changes in their economic structures. Inflation was rising, productivity growth was starting to slow down. Keeping adult workers employed was becoming more and more difficult. Reflecting these greater changes, youth unemployment began to escalate, and as the years passed, the problem persisted.

For the industrialized market economy countries of Western Europe and Oceania (Australia and New Zealand), chronic youth unemployment since the mid-1970s has caused traditional policies and practices for the smooth transition from school to work to crumble. As Beatrice G. Reubens of Columbia University notes, researchers and policymakers in these countries are no longer focusing their transition studies and programs on factors such as good occupational choice, the quality of jobs, or educational and vocational guidance. They are instead directing their attention to the basic competencies required for working life, with a special emphasis on those youth most likely to become unemployed.

According to Reubens, there are four international economic agencies that have "taken a position of leadership and innovation on the transition from school to work": the European Community (or "Common Market") in Brussels, Belgium; the Council of Europe in Strasbourg, France; the Organization for Economic Cooperation and Development in Paris, France; and the Nordic Council in Oslo, Norway, and Copenhagen, Denmark. By analyzing the activities of these organizations over the past eight years, she has been able to determine that some of the common European emphases on the school-to-work transition are—

1. the special transition problems of early school leavers—those who either drop out, fail to obtain credentials, or complete lower secondary education but go no further;
2. inadequate preparation in the basic competencies required in working life;
3. too little or overspecialized vocational training, whether supplied by the educational or employment systems;
4. insufficient acquaintance with the structure and organization of the work world;
5. faults in all of the social institutions responsible for easing the transition of young people from school to work.

Reubens builds the support framework for these conclusions by exploring changes that have occurred in European educational philosophies and programs since 1975. Following a study by the Education Committee of the European Community, for example, member nations were advised to pay particular attention to factors such as continuing education and

continued on page 3

Which Doors Are Open? - Continued

When compared to a group such as the explorers, for example, concentrators in vocational education were more likely to be employed, to be in a training-related position, and to be active participants in the labor force. And although concentration did not appear to have a positive influence on the wage levels of white males, it did have substantially positive effects on the earnings of females, both majority and minority.

Campbell also noted that there were some interesting associations between secondary vocational education and postsecondary education. First, the results showed that graduates of secondary vocational programs are more likely than not to go on to some form of postsecondary education. In addition, those with the highest degree of concentration are more likely to be in technical or two-year college programs or in some form of apprenticeship training than they are to be in four-year academic programs. From such results, said Campbell, participation in formal learning experiences after high school is clearly a frequent option exercised by vocational graduates.

In summarizing the study, Campbell commented that "the major impressions that one receives in analyzing such an issue is the high level of complexity in vocational education and its effects. Although some findings—both positive and negative—have been reasonably well established, determining and understanding the exact conditions under which they exist will require continuous monitoring and examination of the entire vocational education enterprise."

• • •

Find out more about the influence of secondary vocational education in *High School Vocational Graduates: Which Doors Are Open?* For ordering information, please see the Product News section of this issue.

A EUROPEAN PERSPECTIVE - CONTINUED

training opportunities for dropouts, closer links between general education and vocational training, and curricula and teaching methods that provide appropriate preparation for work in their efforts to reduce youth unemployment. In addition, many member nations are now participating in a European Community-designed "four-year action program" that includes special emphasis and study on areas such as the needs of disadvantaged youth, aid for special groups (females, migrants, and handicapped), and continuing processes of guidance and counseling. And although the impact of such programs has yet to be evaluated, Reubens says, the United States should seriously consider the new outlook of these European economic organizations: that all young people face problems in the transition from school to work, and all require some assistance.

Find out more about the new European attitude toward the school-to-work transition by reading *From School to Work: A European Perspective*—one of the ERIC Information Analysis papers prepared by the National Center. For ordering information, please see the Product News section of this issue.

A FINAL REMINDER TO ALL AVA CONVENTION PARTICIPANTS

If you'll be attending next month's AVA convention in St. Louis, be sure to save some time for participating in the National Center's many activities!

We're especially hoping to see you at—

The Product Display Booth: Open daily throughout the convention, the Display Booth will feature a wide assortment of our latest and most popular products. Stop by booth numbers 232-234 in the Cervantes Convention Center.

The Hospitality Suite: Also open throughout the convention, the Hospitality Suite is your special opportunity to meet and talk with National Center staff. You'll find the Hospitality Suite in Stouffers Riverfront Towers.

The Product Roundtables: Scheduled for December 3 from 3-5:00 p.m. in the Missouri Room of Stouffers Riverfront Towers, the Roundtables will feature the opportunity for a "hands-on" look at National Center products and services in—

- ***Economic Development and Productivity***
- ***Vocational Planning Strategies***
- ***Linking Voc Ed with Business/Industry/Labor***
- ***Unlocking Nontraditional Careers***
- ***Transferable Career Skills***
- ***Entrepreneurship***
- ***Voc Ed for Adults***
- ***National Academy Workshop Previews***
- ***Evaluation of Voc Ed***
- ***Guidance and Career Development***
- ***Competency-based Staff Development***
- ***Postsecondary Occupational Education***
- ***New Issues in Voc Ed***
- ***Voc Ed for the Handicapped***

Each of these activities is presented at no cost to participants. Be sure to stop by and see us—and enjoy the convention!

P.S. - A reminder that the registration deadline for all pre-AVA workshops offered by the National Academy (described in previous issues of the *Centergram*) is **November 17**.

CPSS: A UNIQUE APPROACH TO CAREER GUIDANCE

In today's complex world, it's obvious that merely learning the "3-R's" is not enough to guarantee a student's success in the labor market. Besides providing a solid grounding in the basic skills, schools must also prepare students to cope with changes that will affect their working lives: a need that can best be answered through a sound career guidance program.

The National Center's Career Planning Support System (CPSS) is an innovative approach to improving all high school career guidance programs. Through a series of step-by-step procedures, CPSS guides rather than prescribes the upgrading of a career guidance system by encouraging the development of a guidance support structure that involves school personnel from every department and every level. Already recognized as an exemplary product by the National Institute of Education's Joint Dissemination and Review Panel, the CPSS system is also a recent awardee of a Developer Demonstrator grant from the National Diffusion Network (NDN).

Under this grant, limited free technical assistance and training for CPSS will be available. Additional funding may also be available through state NDN facilitators or directors of career education. Institutions and organizations interested in technical assistance for using the CPSS system should contact either their state NDN facilitator or director of career education or Dr. Ann Nunez at the National Center.

NOTE: For a free brochure on the CPSS system, write or call the National Center's Program Information Office.

PRODUCT NEWS

High School Vocational Graduates: Which Doors Are Open? by Paul B. Campbell, John A. Gardner, and Patricia Seitz. 28 pp., 1982. (RD 226-$3.75)

Highlights the findings of three studies about the nature and consequences of secondary vocational education. The findings are grouped by secondary vocational participation, labor market participation, and postsecondary educational participation. Using data from high school transcripts to identify patterns of participation, the three summarized studies were designed to develop a classification system for voc ed students.

From School to Work: A European Perspective by Beatrice G. Reubens. 39 pp., 1981. (IN 299-$3.25)

Surveys school-to-work transition issues as they have developed in Europe. Discusses the activities, research, and programs of each of the following organizations: the European Community, the Organization for Economic Cooperation and Development, the Council of Europe, and the Nordic Council.

Teacher's Guide to Transferable Skills, by the National Center for Research in Vocational Education, 100 pp., 1982. (RD 216-$21.00)

Assists in preparing youth and adults to be more flexible and versatile in adapting to new situations associated with changes in careers and life roles. Features guidelines and activities in four major skill areas: problem solving, interpersonal, computation, and communication. Set includes teacher's guide and three filmstrip/tape programs.

Taking Charge, by the National Center for Research in Vocational Education, 1982.

Guides students in identifying transferable skills that can be used in many career and life role situations. Included are instructor's guide, student workbooks, and filmstrip/tape. Instructor's guide describes how to use the set and contains a sample student workbook. Students view the film featuring job interviews using and not using transferable skills. Workbooks describe common job-getting problems and adaptive skills employers regard as important to success at work.

Sets are available in three combinations:

RD 217 Instructor's Guide, Ten Student Workbooks, and one filmstrip/tape ($19.50)

RD 217A Instructor's Guide and one filmstrip/tape ($12.00)

RD 217B Ten Student Workbooks ($9.00)

INSTRUCTIONS FOR ORDERING

Discounts are available on quantity purchases. When ordering, please use series numbers and titles. Send orders and make remittance payable to:

The National Center for Research in Vocational Education
Box C
National Center Publications
1960 Kenny Road
Columbus, Ohio 43210

Orders of $10.00 or less should be prepaid. All prices include postage and handling. (Prices subject to change.)

For further information, contact the Program Information Office toll free at 800-848-4815 or 614-486-3655 (in Ohio and outside the continental U.S.). Cable: CTVOCEDOSU/Columbus, Ohio. Telex: 8104821894.

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ATTACHMENT 5

CPSS NEWS RELEASE

OSU The Ohio State University

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210-1090

Phone: 614—486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

FOR IMMEDIATE RELEASE--Upon Receipt
CONTACT: Karen Kimmel Boyle
800/848-4815 toll free in the
continental U.S. outside Ohio

SUBJECT: NATIONAL CENTER OFFERS CAREER GUIDANCE PLANNING TOOL

Are there career development activities in your school? Are they meeting students' needs adequately? If you are aware of such activities, but are not sure of their content or effectiveness, perhaps you need a procedure for providing an overall structure to your school's career development program.

The Career Planning Support System (CPSS) is an organizational tool designed by the National Center for Research in Vocational Education to assist secondary schools in developing career guidance programs. Specifically, planning guides and filmstrips help school personnel in conducting local needs and resource assessments, writing goals and objectives, developing instructional units, and evaluating their programs. In addition, National Center staff members are available to train school personnel in using and implementing CPSS.

One premise of CPSS is that career guidance is the responsibility of the entire school, not just the counselor. Therefore, this planning process relies on a working committee of guidance personnel, teachers, students, administrators, and other interested individuals.

If you are interested in CPSS, contact Karen Kimmel Boyle or Harry Drier at the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210-1090; 614/486-4655 or toll free in the continental U.S. outside Ohio at 800/848-4815.

CPSS is sponsored by the National Diffusion Network (NDN), U.S. Department of Education. NDN is dedicated to promoting the use of proven effective educational interventions.

ATTACHMENT 6

CPSS AWARENESS WORKSHOP

CPSS AWARENESS WORKSHOP

Welcome and Introductions

I. The Participants

II. The Presentor

III. The CPSS Developer Demonstration Project

A. Affiliation with the National Diffusion Network

B. Purpose - dissemination of CPSS and activities toward this end.

C. Conduct awareness, workshop instruction in implementation follow-up and technical assistance and evaluation

OVERVIEW OF CPSS

I. What It Is and Who Are Its Intended Users

A. Handbooks, guides, filmstrips and tapes outlinging career guidance program management and development procedures. Is process based not curriculum based.

B. Not just for counselors, but for all school staff. Attempts to overcome exclusive dependence on guidance counselors to provide all career guidance services. Is a management tool.

C. Career development in a CPSS perspective is defined as the process by which an individual student acquires the basic, nontechnical skills to cope in the world of work.

II. The Development of CPSS

A. Why Developed?

1. Schools generally lack a systematic way to meet students' career guidance, career development needs

2. Systematic Program Planning implies a sequence of steps or procedures that are tied to the underlying functions of planning and organization implementation, and evaluation.

a. Develop both initial organization and support (both approval for CPSS and a willingness to work with it)

b. Assess student needs

c. Assess resources and review career development methods

d. Develop and prioritize goals

e. Write behavioral objectives to accomplish the goals

f. Develop career development units

g. Evaluate program, three levels

B. When and Where Developed and Tested

1. Field test

2. Assessment study

3. List of sites on blue brochure

C. Current Demonstration Sites

1. Putnam Public Schools
Putnam , CT 06260
(203) 928-7995 elementary
(203) 928-0525 high school

2. American Sr. High School
18300 N.W. 57th Avenue
Hialeah, FL 33015
(305) 983-4993 home after 4 pm
(305) 557-3770 school

III. What It Does

A. Enables a high school staff to improve the effectiveness of its career development program through systematic program planning.

B. Guides your school in organizing, implementing, and evaluating career guidance; all within your resources and based on the needs of your students

C. Guides rather than prescribes and is designed to be integrated into the school's operations.

D. Is not meant for a one year, one day application.

OVERHEAD A

E. Focuses on the essential skills that students need for their career development, and identifies five skill categories as fundamental for students' career development.

1. Personal social awareness - skills needed to better understand self-interests, abilities, and values, and to make personal career decisions.

2. Career Awareness - skills needed to find meaningful information occupations.

3. Job Acquisition and Adjustment - skills needed to locate, obtain, and adjust to a job, whether it be the first or a subsequent job.

4. Education and Training Exploration - skills needed to find information about schools that further one's education beyond high school.

5. Education and Training Acquisition and Adjustment - skills needed to locate, enter, and adjust to a school.

F. Over time, student skill development in these five areas is the expected outcome of the procedures suggested by CPSS

IV. Present the CPSS materials and show AV #1 Orientation to CPSS

V. Organization and Staff Requisites for CPSS

A. Change Model and Theory

1. Necessity of acquiring administrative and staff approval and support.

2. Orientation of school population to CPSS; give information; answer questions; draw personnel into a CPSS network.

B. CPSS Coordinator

OVERHEAD

1. Key person responsible for the total program effort, chairs steering committee

2. Amount and duration of time for CPSS activities--1 hr/day the first year, or four to eight hrs/wk; viewed as part of normal responsibilities.

C. CPSS Steering Committee

1. Number of persons - three to five faculty and two students

2. Amount and duration of time for CPSS activities - on an average of one and one half hrs/ wk in first year

3. Ten or more task force members, five faculty and five students. Average time required is two hrs/ wk for eight to ten weeks in first year of implementation

4. If school enroll less than 600 students, scale the steering committee accordingly

D. Relate CPSS materials and roles of Steering Committee persons to the CPSS process.

E. Implementation Schedule (full implementation in one and one-half years)

ATTACHMENT 7

CPSS TRAINING PLAN

CPSS Training Plan

Welcome and Introductions — 30 min.

I. Introduce yourself (and others) as the presenter(s) (name, affiliation, etc.)

II. Introduce the CPSS Developer/Demonstration Project by indicating the following: (This can be done by State facilitator if present).

A. Affiliation with the National Diffusion Network

B. Purpose is to disseminate CPSS and activities toward this end.

C. Conduct awareness, workshop instruction in implementation follow-up and technical assistance and evaluation.

III. Have the participants introduce themselves (name, position, where from, what they hope to gain from workshop) (Optional: Conduct warm-up exercise if it is determined appropriate.)

Overview of the Workshop — 5 min.

I. Explain the purpose of the workshop is--to enable participants (high school personnel) to organize, implement, and evaluate a schoolwide career guidance program and design a tentative timeline to finalize with appropriate high school personnel.

II. Indicate that the objectives of the workshop are the following:

A. To understand CPSS and its essential components

1. Organization for CPSS
2. Resource Assessment
3. Needs Assessment
4. Goal Selection and Behavioral Objectives
5. Career Development Units (curriculum units)
6. Evaluation

B. To develop a tentative plan on how to use CPSS in home school district.

III. Review the agenda and mention that there will be small group large group activities and discussion. Indicate that the workshop is designed to be most effective for the participants.

OVERVIEW OF CPSS 30 min.

I. Explain what CPSS is by mentioning the following:

A. CPSS contains handbooks, guides, filmstrips and tapes outlining career guidance program management and development procedures. It is process based, not curriculum based.

- Enables a high school staff to improve the effectiveness of its career development program through systematic program planning.
- Guides the school in organizing, implementing, and evaluating career guidance; all within its resources and based on the needs of its students.
- Is not meant for a one year, one day application.

B. CPSS is not just for counselors, but for all school staff. It attempts to overcome exclusive dependence on guidance counselors to provide all career guidance services.

C. Career development in a CPSS perspective is defined as the process by which an individual student acquires the basic, nontechnical skills to cope in the world of work.

1. Personal social awareness - skills needed to better understand self-interests, abilities, and values, and to make personal career decisions.
2. Career Awareness - skills needed to find meaningful information about occupations.
3. Job Acquisition and Adjustment - skills needed to locate, obtain, and adjust to a job, whether it be the first or a subsequent job.
4. Education and Training Exploration - skills needed to find information about schools that further one's education beyond high school.
5. Education and Training Acquisition and Adjustment - skills needed to locate, enter, and adjust to a school.

D. Over time, student skill development in these five areas is the expected outcome of the procedures suggested by CPSS.

E. Systematic Program Planning implies a sequence of steps or procedures that are tied to the underlying functions of planning and organization, implementation, and evaluation.

1. Develop both initial organization and support (both approval for CPSS and a willingness to work with it)

2. Assess student needs

3. Assess resources and review career development methods

4. Develop and prioritize goals

5. Write behavioral objectives to accomplish the goals

6. Develop career development units

7. Evaluate program, three levels

II. Briefly describe the Development of CPSS

A. It was developed because schools often lack a systematic way to meet students' career guidance, career development needs

B. CPSS was initally developed in the early 1970's and has gone through two major tests

1. The first field test was 1974-76 in twelve states. Massive revisions occurred after that test.

2. Assessment study was in 1978-79 to gather data for JDRP approval. Control schools in seven states were involved with experimental and evaluation study summary.

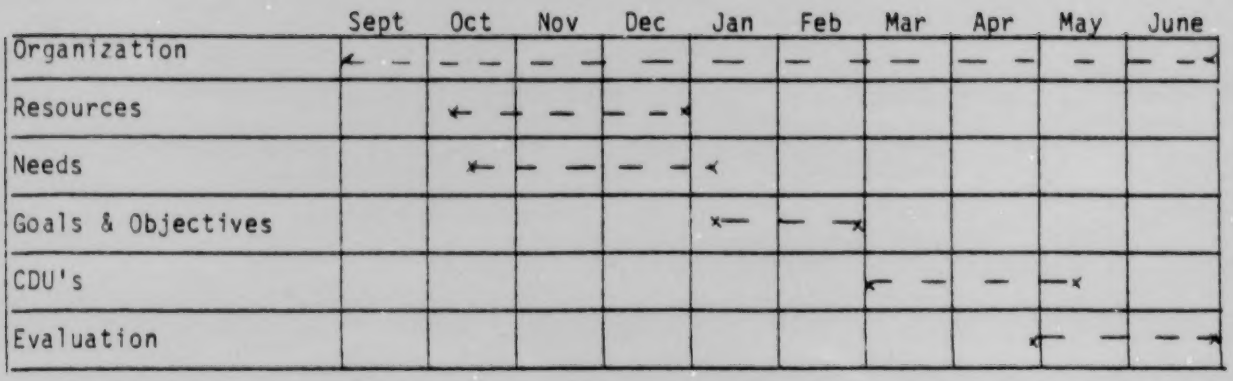
3. List of sites

III. Show AV 1 "Orientation to CPSS"

A. The strands associated with CPSS mentioned in the slide tape are not part of the CPSS package approved by JDRP.

B. Implementation Schedule (full implementation in one to one and one-half years)

Example Implementation Schedule



PROCEDURAL STEPS PRESCRIBED BY CPSS

I. Present the following instructions for this section of workshop.

   A. For the remainder of the workshop, participants will complete some "hands-on" experiences to get a feel of what CPSS is all about. There will be small group work and presentations to the large group.

   B. Participants should keep in mind that if their school district has successfully completed a procedural step described in CPSS and has appropriate data the step can be skipped when using the CPSS materials.

II. Describe the organization of Steering and Advisory Committees (p. 1-3, Coordinator's Handbook) 25 min.

   A. Selection and Role of Steering Committee Coordinator

      1. Provides leadership

      2. Actively involved in planning, implementing, evaluating CPSS

      3. An advocate of CPSS

   B. Selection of Steering Committee

      1. General considerations

         a. be advocates and supporters of CPSS

         b. task-oriented persons

         c. broad-based representation (teachers,

students, counselors, administrators), can have community persons on the steering committee if an advisory committee is not used

2. Role specific considerations - need persons for these tasks who are or can become knowledgeable about the context of the speciality, and who work well with other people. These persons begin their duties in the first month. The roles are:

   a. Resource leader--responsible for implementing the resource assessment

   b. Methods specialist--responsible for assisting CDU instructors to develop the instructional and/or counseling methods for incorporation in CDU's.

   c. Behavioral Objectives Specialist--responsible for assisting CDU instructors in writing behavioral objectives for each CDU

3. Steering committee Selection Procedures

   a. manner--volunteerism, coordinator recommendation, selected by principal, selection by existing faculty/staff committee

   b. have principal notify those selected to foster cooperation, and to help keep administration mindful of staff/faculty workload.

4. Selecting the Advisory Committee

   a. The committee is a link between the career guidance program and the community. It is optional.

   b. The role of the advisory committee is to review program goals, review activities to meet goals, provide community perspective relative to goals and activities, support the program

   c. It is make up of 5-9 persons from business, industry, agencies, organizations, parents.

   d. The committee convenes 3 or 4 times a year--at Awareness meeting to review goals; to participate in annual review; and to suggest resources.

e. Ask workshop participants to describe how they have completed this step (CPSS users or not).

f. Completion of activity - have participants think about and write down the names of people they would involve in their steering and advisory committees. Use handout "Committee Selections". If participants are in teams from the same area, have them work together.

NOTE: Participants are divided into five small groups to address the following procedural steps: (1) assessing resources, (2) assessing needs, (3) selecting program goals, (4) producing CDU's, (5) evaluating. Each group is assigned a procedural step and requested to complete the handout for that step. After participants have completed their assignments, they are to give a brief presentation on their step. Information in the following section of the training outline can be used to give summary points for each procedural step. For III-VII each group has approximately 30 minutes to prepare presentations and 15 minutes to present.

III. Assessing Resources (p. 5-8, Coordinator's Handbook)

A. Small group #1 completes the handout "Resource Assessment Tasks" using the Coordinator's Handbook Assessing Resources handbook, and appropriate Camera Ready Forms.

B. The following points should be made by group #1 when they present.

1. Rationale

a. Because of a tendency for high school program to offer more services than their resources can adequately support.

b. To better enable the steering committee to select goals based not only on student need but also on whether there are resources available; aid their decision making about the scope and direction of their career guidance program.

2. Definition of Resources

a. Materials, space, equipment, people, and funds in the school and community that can be used in the career guidance program.

3. Resource Assessment Task Force Activities

a. Led by a resource leader and with the help of a task force composed of two faculty and four students; may form teams or may divide items among members

b. Identification of resources, school and community materials, space, equipment, people, funds

- List current career guidance activities in the high school, feeder schools, and the state and district
- List available school and community resources that could be used in career development activities
- Provide a school and community description that includes populations, statistics, occupations in the community, and courses offered.

c. Sources of information

- Within school--administrators, teachers, counselors or feeder school
- State board of education and local school district administrators
- Periodic and special reports from state and local governmental agencies and non-governmental agencies
- Reports prepared by BLS, U.S. Labor Dept., Bureau of Census, Center for Education Statistics, local employment services
- May wish to consult Advisory Committee members (ideas for additional sources of information)

d. Accounting for resources, keeping track of resources used--(Highlight how information from these categories--on pg. 10, Assessing Resources)--can provide direction to program planning ask for their ideas

- o Responsibility of resource task force leader

e. Updating of resource assessment information responsibility of task force leader

4. CPSS materials provided

a. Assessing Resources handbook
b. Form 1-33, 34-39
c. Chapter 2 in Coordinator's Handbook

5. Timing

a. Can coincide with the needs assessment and lasts six to eight weeks.

IV. Assessing Needs

A. Small group #2 completes the handout "Needs Assessment Instruments" using the Coordinator's Handbook, Assessing Needs: Surveying handbook, and appropriate Camera Ready Forms.

B. The following points should be made by group #2 when the group presents.

1. Rationale for conducting a needs assessment

a. Provides information about the perceptions of students' career development needs that will provide a basis for setting goals for the school's career guidance program

b. Identifies areas of career development assistance that are being addressed adequately as well as those needing more attention

2. Needs Assessment and the CPSS Program

a. The data gathered from the needs assessment will form the basis for the Steering Committee's decisions about goals for the guidance program

b. The needs assessment, along with resource assessment, is started as soon as possible after a school has decided to use CPSS

c. It helps determine--

- the career development needs of the students,

- which career development skills recent graduates think the school helped them acquire,

- which career development skills parents and faculty/staff think the school should provide

3. Implementing a needs assessment - surveying

   a. The coordinator oversees and directs this activity

   b. The task force for needs assessment is composed of four faculty/staff members and students

   c. The task force is divided into four teams, one team for each survey (students, graduates, parents, faculty)

   d. Each task force is responsible for all the tasks associated with its questionnaires, e.g., selecting sample of graduates, stuffing envelopes, keeping records, delivering questionnaires to teachers who will administer them, etc.

4. Content of survey forms, who receives them, and how they will be administered

   a. Student Questionnaire

      - Questionnaire asks students if they have gained skills related to the following areas: Knowing yourself and others, exploring jobs, getting a job and keeping it, exploring education and training, and getting the education and training you need. There are a total of 24 questions.

      - The procedures suggest that all students in the high school complete the questionnaire.

      - Teachers administer the questionnaire to students in an extended homeroom period. Students returned the forms to the teachers who return them to the task force. All questionnaires are placed in confidential files.

   b. Parent Questionnaires

      - Parents are provided the list of five skill areas referenced for the student questionnaire and are requested to indicate the

importance of the school teaching the skill areas by rank ordering them from 1 to 5. Another question asks if the parents think it is important for the school to assist students in career planning.

- Each household that has a child in high school receives a questionnaire.

- The students take the parent questionnaire home after they have completed the student questionnaire. A cover letter and optional brochure are included with the questionnaire. Students return the questionnaire to the teachers who administered the student questionnaire. All questionnaires are placed in a confidential file.

c. Graduate Questionnaire

- This questionnaire asks recent graduates to indicate if the school helped them obtain career development skills in the five areas. The questionnaire contains the same basic questions as those asked the students.

- The questionnaire is administered to a representative sample of 100 graduates.

- The questionnaire and a cover letter are mailed to the graduate. Two weeks after the initial mailing, a follow-up mailing is sent to those persons who have not returned their questionnaires. Questionnaires are placed in a confidential file.

d. Faculty/Staff Questionnaire

- The faculty/staff questionnaire contains--the same questions as the Parent Questionnaire. They are to rank order the skill areas.

- All teachers, counselors, administrators, psychologists, social workers, nurses, and other specialists at the school are to complete the questionnaire.

- The questionnaires and cover letter are placed in faculty/staff mailboxes. When they have completed the questionnaire, faculty/staff return the questionnaires are placed in a confidential file.

5. What happens to the data

   a. The forms are tabulated by small groups

   b. Tabulation involves counting the questionnaire responses, computing percentages, completing display tables, and recording write in statements and comments

   c. A manual procedure is used to transfer responses to code sheets and to transfer coded information to summary sheets.

V. Selecting Program Goals

A. Small group #3 completes the handout, "Selecting Program Goals" using the Coordinator's Handbook and appropriate Camera Ready Masters.

B. The following points should be made when the group presents.

1. Deriving programs goals included looking at the CPSS goals, your school's goals, goals required by your district or state, and other goals considered important by the Steering Committee

   a. All possible guidance program goals need to be reviewed and placed in the proper format

   b. The Coordinator's Handbook (pp. 36-38) and "Directions for Writing Goals" in the Camera Ready Forms discuss the process to be used. (Goals specify actor and outcome)

   c. The process of deriving goals is done by the Steering Committee

2. Assigning priorities for career skill areas and goals within them is necessary since it is unlikely that a school will be able to act on all of the goals.

   a. One part of the needs assessment tabulation process generates a summary table of questionnaire respondents' answers to each of the five skill areas. This table (Table 40) is reviewed to determine the skill areas that should have priority. Other tables (Tables 41-45) generated during the tabulation stage indicate students' specific needs related to items on the student questionnaire. These tables are reviewed to determine those items with greatest need. Priorities are placed on the goal statements that relate to the need statements.

b. The Coordinator's Handbook (pp. 40-46), the completed tables 40-45, and forms "Career Development Skill Area Priorities", "50 Program Goal", and "52 Career Development Matrix" in the Camera Ready Forms are used to complete this step.

c. The assigning priorities step is completed by the Steering Committee.

3. After the priorities have been determined it is time to select the goals that will be implemented.

a. The current goals of the school's career guidance program are to be selected for implementation. The other goals to be implemented are selected based on available resources, and readiness of the school for the program.

b. The new goals are selected by following the procedures outlines in the Coordinator's Handbook (pp. 47-48).

c. This step, like the previous ones, is completed by the Steering Committee.

4. The last step in this section is reviewing the goals. This step is completed to obtain approval and advice on the goal selection efforts of the Steering Committee.

a. The goal statements, their assigned priorities, and the goals selected for implementation need to be reviewed.

b. Presentations to those reviewing the goals is the best way of completing this step.

c. The school principal and the CPSS Advisory Committee are the ones to review the goals.

VI. Producing Career Development Units

A. Small group #4 completes the handout "Producing Career Development Units" using the Coordinator's Handbook, Analyzing Methods, Writing Behavorial Objectives, and appropriate Camera Ready Masters.

B. The following points should be made when the group presents.

1. A CDU's teaching or counseling activity that is designed and written to establish methods for achieving all or part of a goal

2. Behavioral objectives specialist assists career development unit instructors in writing behavioral objectives. An objective as the following components.

   a. Actor

      - actors in criterion objectives will be students
      - actors in enabling objectives will be faculty, staff, administrators, parents or students

   b. Behavior - what the actor should be able to do, an observable action

   c. Condition under which desired behavior will be performed, can be materials, information, a setting

   d. Degree describes how the actor will be evaluated or how well, can be minimum degree of success, minimum number, percentage, time limit, indicate person to evaluate the performance, set standard for success.

3. The methods specialist is a resource for CDU instructors.

   a. The methods specialist develops a familiarity with as many career development methods as possible considering the specific needs, age level, and interest of a group and the resources available.

   b. The specialist determines the following about a method--has it been evaluated, is it applicable, feasible, acceptable, within given resources

4. An infusion point is the place within the school's curriculum and the specific course of study that the CDU and related goal and objectives should be taught.

5. A CDU format contains the following components

   a. Title
   b. Goal(s)
   c. Objectives (behavioral and enabling)
   d. Instructor
   e. Infusion points

f. Participants (students)
g. Schedule (when it will be taught)
h. Methods
i. Resources
j. Evaluation plan

6. The instructor's evaluate the CDU's and the Steering Committee reviews them.

   a. An evaluation form is used by the instructor to indicate how many students met the behavioral objective and the effectiveness of the method.

   b. The Steering Committee reviews the results of the evaluation and monitors the management of all CDU's.

   c. Review criteria include definition of student skills and knowledge, proper sequence from basic to complex, appropriate methods, skills and knowledge of teaching, completeness

VII. Evaluating the CPSS Program

A. Small group #5 completes the handout "Evaluating the CPSS Program" using the Coordinator's Handbook as a resource.

B. The following points should be made when the group presents.

1. The annual program review takes place near the conclusion of one school year and near the beginning of the next.

   a. At this point three activities are completed: (1) review progress levels of the implemented CDU's, (2) review goals not yet implemented, (3) make decisions concerning the revision and expansion of the program.

   b. In Steering Committee meetings, members (with assistance of CDU instructors) determine if achievement rates for behavioral objectives are satisfactory, review evaluation reports on the CDUs and record recommendations for changes of CDUs. Recommendations for change include adding behavioral objectives, changing methods, and changing infusion points.

   c. Steering Committee determines if number of students participating in CDU should be changed.

   d. Steering Committee determines the availability of resources to implement additional goals.

e. If resources are available additional goals are selected for implementation and CDUs are written.

2. Reassessment of the program takes place every three years.

   a. It is an annual review, plus a needs assessment.

   b. The needs assessment is of students and graduates.

   c. Is started the second half of the year.

   d. A program reassessment task force completes the needs assessment aspects of the effort.

   e. The data should indicate (1) how successful the program has been in reducing student need, and (2) how adequate the program is as perceived by recent graduates.

3. The evaluation processes allows the school to make changes in the program so it effectively meets the needs of students.

VIII. Personal Plan of Action (90-120 minutes)

A. After all of the procedural steps have been presented by the small groups, it is time for participants to think about how they can use CPSS in their own settings. Allow time for the participants to ask specific questions regarding the process used in each of the CPSS steps.

B. Ask participants to share what they have done to complete similar activities.

C. Have participants work individually or in small groups to discuss and write down what they want to do with CPSS and how they would go about doing it.

D. Explain what it means to adopt CPSS as a part of NDN and to sign and implementation agreement.

Example Implementation Schedule

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Organization	X - - -	- - -	- - -	- - -	- - -	- - -	- - -	- - - -	- - -	- - - X
Resources		X - -	- - - -	- - X						
Needs		X -	- - - -	- - -	X					
Goals and Objectives					X - -	- X				
CDU's							X - -	- - - -	X	
Evaluation								X -	- - -	- - - X

COMMITTEE SELECTIONS

Instructions: List the names and positions of people who could would be members of a CPSS Steering Committee and an Advisory Committee in your community. Refer to pages 1-3 of the Coordinator's Handbook for criteria. Provide a rationale for your selections.

Steering Committee

Name	Position	Rationale

Advisory Committee

Name	Role in Community	Rationale

Resource Assessment Tasks

Instructions: Read the following memo and prepare the requested presentation. Use the Coordinator's Handbook (pp. 5-8), Assessing Resources handbook, and Camera Ready Forms as resources.

Memo

TO: Resource Assessment Task Force

FROM: Steering Committee Coordinator

SUBJECT: Resource Assessment

One of the first major tasks to be completed in CPSS is resource assessment. This is an important and vital function of CPSS for it provides valuable data on what resources we have in our school and community. Additionally, it provides for an accounting of what resources we have and how we use them. So that all members on the Steering Committee have a clear understanding of resource assessment, there will be a meeting this Wednesday in the conference room for an orientation to resources assessment. At this meeting, I will expect you to provide a rationale for resource assessment, give an operational definition of "resource", explain the activities your task force will be completing, and suggest a time line for completing the activities. Be sure to include a brief description of the types of resources you will be assessing and the sources of the resources. Your presentation at the steering committee meeting should last five to ten minutes.

Needs Assessment

Instructions: Read the following memo and prepare the requested presentation. Use the Coordinator's Handbook (pp. 9-25), Assessing Needs: Surveying handbook, and Camera Ready Forms as resources.

MEMO

TO: Task Force for Surveying Component of Needs Assessment

FROM: Steering Committee Coordinator

SUBJECT: CPSS Survey Instruments

In the past review weeks, the school's principal has received inquiries regarding the types of survey instruments that will be used in conducting the needs assessment. In order to provide clarification for her, members of the school board, and other interested individuals, I would like you to prepare a ten minute presentation that addresses the following elements.

1. Why is a needs assessment being conducted?
2. What does data collection entail?
3. How does data collection fit into the entire CPSS program?
4. What do each of the survey instruments contain and who will receive them?
5. How will each of the survey instruments be administered?
6. What happens after all the data are collected?

This presentation will be given at the next School Board meeting.

Selecting Program Goals

Instructions: Read the following memo and complete the described activities. Use the Coordinator's Handbook (pp. 33-49) and Camera Ready Forms as resources.

MEMO

TO: Selected Steering Committee Members

FROM: CPSS Coordinator

SUBJECT: Selecting Program Goals

The needs assessment surveys have been tabulated, and it is now time to start the process of selecting the goals for our career guidance program. This is an important and somewhat complex task. Therefore, I want us to develop a plan on how we are going to proceed through this critical step. The plan will have four components: (1) Deriving Program Goals, (2) Assigning Priorities, (3) Selecting Goals, and (4) Reviewing Goals. For each section of the plan, I want you to indicate what needs to be completed, how it, will be done, and who will be responsible for doing it. Please be prepared to present your plan at the next Steering Committee meeting.

Producing Career Development Units

Instructions: Read the following memo, complete the described activity. Use the Coordinator's Handbook (pp. 51-56), Producing CDUs, Analyzing Methods, Writing Behavioral Objectives, and appropriate Camera Ready Masters.

MEMO

TO: Selected Steering Committee Members

FROM: CPSS Coordinator

SUBJECT: Production of Career Development Units (CDUs)

We have come a far way in the last few months with the completion of the needs assessment, resource assessment, and selection of goals. It is now time to start the process of producing Career Development Units. The first CDU will be coordinated by the junior English teachers. To assist the CDU coordinator, I want you to discuss with him the following points.

1. What is a CDU?
2. What is the role of the behavioral objective specialist?
3. What is the role of the methods specialist?
4. What is meant by infusion points?
5. What is the basic format of a CDU?
6. How is a CDU evaluated?

Evaluating the CPSS Program

Instructions: Read the following memo and complete the assigned activity. Use Coordinator's Handbook (pp. 57-78) as a resource.

MEMO

TO: Selected Steering Committee Members

FROM: CPSS Coordinator

SUBJECT: Evaluation of CPSS Program

Recently, I was discussing with the school principal the evaluation results of the first CDU that was implemented. She was impressed with its effectiveness and wanted to know the other means we are going to use to evaluate the CPSS program. I provided her with a general answer and indicated that you would communicate the process to her in more depth.

Please prepare a five to ten minute presentation on the topic. Cover the following points.

1. What are the two levels of evaluation?

2. What does each level entail?

The Career Planning Support System
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
614/486-3655

A D O P T I O N A G R E E M E N T

School _____

Address _____ Phone ( )

City/State/Zip _____

By signing this agreement, the school district and the Career Planning Support System (CPSS) Project agree to complete the following activities.

1.0.0 The _____ (School) will:

- 1.1.0 Enable administrators, teachers, and/or counselors to receive a one day training on CPSS.
- 1.2.0 Purchase the CPSS materials.
- 1.3.0 Agree to complete the following planning aspects of CPSS (or show evidence that it has already satisfactorily completed them).
  - 1.3.1 Organize a Steering Committee and Advisory Committee.
  - 1.3.2 Conduct a resource assessment.
  - 1.3.3 Conduct a needs assessment.
  - 1.3.4 Establish goal priorities.
  - 1.3.5 Produce Career Development Units (at least one).
  - 1.3.6 Conduct an evaluation of program progress.
- 1.4.0 Conduct the above activities in a year's time period.
- 1.5.0 Provide necessary information for project staff to monitor program implementation.

2.0.0 The Career Planning Support System Project Staff will:

- 2.1.0 Conduct a one day training session of the use of CPSS.
- 2.2.0 Provide technical assistance to the adoption school as requested and possible, given available resources, for the identification and resolution of problems associated with the project and use of its products.
- 2.3.0 Toll-free telephone services to the National Center for Research in Vocational Education.
- 2.4.0 Sufficient copies of report forms and information collection materials.

Your signature indicates your intention of adopting the Career Planning Support System. The project is indicating a commitment to assist you in the implementation of the project.

_____
Authorized Agent/Adopting School Position Date

_____
Karen Kimmel Boyle, CPSS Project Director
National Center for Research in Vocational Education State Facilitator

ATTACHMENT 8

ADOPTION AGREEMENT

The Career Planning Support System
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
614/486-3655

A D O P T I O N A G R E E M E N T

School _____

Address _____ Phone ( )

City/State/Zip _____

By signing this agreement, the school district and the Career Planning Support System (CPSS) Project agree to complete the following activities.

1.0.0 The _____ (School) will:

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- 1.2.0 Purchase the CPSS materials.
- 1.3.0 Agree to complete the following planning aspects of CPSS (or show evidence that it has already satisfactorily completed them).
  - 1.3.1 Organize a Steering Committee and Advisory Committee.
  - 1.3.2 Conduct a resource assessment.
  - 1.3.3 Conduct a needs assessment.
  - 1.3.4 Establish goal priorities.
  - 1.3.5 Produce Career Development Units (at least one).
  - 1.3.6 Conduct an evaluation of program progress.
- 1.4.0 Conduct the above activities in a year's time period.
- 1.5.0 Provide necessary information for project staff to monitor program implementation.

2.0.0 The Career Planning Support System Project Staff will:

- 2.1.0 Conduct a one day training session of the use of CPSS.
- 2.2.0 Provide technical assistance to the adoption school as requested and possible, given available resources, for the identification and resolution of problems associated with the project and use of its products.
- 2.3.0 Toll-free telephone services to the National Center for Research in Vocational Education.
- 2.4.0 Sufficient copies of report forms and information collection materials.

Your signature indicates your intention of adopting the Career Planning Support System. The project is indicating a commitment to assist you in the implementation of the project.

_____

Authorized Agent/Adopting School Position Date

_____

Karen Kimmel Boyle, CPSS Project Director
National Center for Research in Vocational Education State Facilitator

ATTENTION 9

AWARENESS MATERIALS QUESTIONNAIRE

AWARENESS MATERIALS QUESTIONNAIRE

Dear :

It is apparent that you recognize the need to assist youth in gaining the skills and knowledge to plan for and acquire meaningful careers. A while back you requested information about the Career Planning Support System (CPSS). As you may recall, CPSS materials--systematic program planning tools--are designed to help secondary school staff establish an accountable career development program. I would very much appreciate receiving the following information from you:

- Did you purchase any of the CPSS materials?
- If yes, are you currently using CPSS and how?
- If no, what influenced your decision not to purchase CPSS?
- Did you share information that you received about CPSS with others?
- If yes, what types of individuals? How many?
- Do you need additional information about CPSS?
- If yes, what information would be helpful to you?

Please send me an informal response to the questions as well as any other comments that you may have. Feedback from you is important to our future planning efforts. Thank you for your assistance and I shall look forward to hearing from you. I can be contacted at the National Center. Our toll free phone number is 1-800-848-4815.

Sincerely,

Karen Kimmel Boyle
Project Director

KKB/bh

ATTENTION 10

AWARENESS SESSION QUESTIONNAIRE

AWARENESS SESSION QUESTIONNAIRE

Dear :

The challenge to assist youth in gaining the skills and knowledge to plan for and acquire meaningful careers is a major concern. It is apparent that you are willing to accept this challenge. On in you attended an awareness session on the Career Planning Support System (CPSS). As you may recall, CPSS is a nationally validated program that is available for adoption through the National Diffusion Network. CPSS materials--systematic program planning tools--are designed to help secondary school staff establish an accountable career development program.

I am writing to ask for your help in our future planning efforts. Please send me a very informal response to the following questions:

- o Did you purchase CPSS? If not, what influenced your decision?
- o If you decided not to adopt CPSS, what influenced your decision?
- o Have you had any involvement with CPSS since you attended the training session? If yes, what is the nature of this involvement?
- o Do you need any additional information about CPSS? If yes, what information would be helpful to you?

Please note the answers to the above questions and any other comments that you may have in your response. Thank you for your assistance and I shall look forward to hearing from you. I can be contacted at the National Center. Our toll free phone number is 1-800-848-4815.

Sincerely,

Karen Kimmel Boyle
Project Director

KKB/bh

ATTENTION 11

WORKSHOP EFFECTIVENESS

WORKSHOP EFFECTIVENESS

1. To what extent were the materials, processes, and organizational aspects of the workshop successfully used in the presentation and delivery of the workshop? For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful," provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
Unsuccessful	Slightly	Moderately	Very Successful		
				<u>Materials</u>	
1	2	3	4	Handouts/Worksheets Transparencies	
				<u>Processes</u>	
1	2	3	4	Lecture Presentations	
1	2	3	4	Large Group Discussions	
1	2	3	4	Small Group Sessions	
				<u>Organizational Aspects</u>	
1	2	3	4	Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

2. Indicate those aspects of the workshop that you liked most and those that you liked least.

Liked Most	Comments

Liked Least	Comments

3. SUGGESTIONS: Please provide suggestions or comments that you have for improving the workshop, workshop materials, and so on.

ATTACHMENT 12

CAREER PLANNING SUPPORT SYSTEM
REPORTING FORM

154 A

CAREER PLANNING SUPPORT SYSTEM
REPORTING FORM

Name_____

School_____

Address_____

_____

Telephone Number_____

Please indicate which of the following steps of the Career Planning Support System (CPSS) you have completed by placing a "C" on the appropriate line and which of the steps you are currently working on by placing a "W" on the appropriate line.

	Used procedures outlined in CPSS
_____Developing the Steering Committee and Advisory Committee	_____
_____Gaining Administrative Support	_____
_____Assessing Student Needs	_____
_____Assessing Resources and Reviewing Career Development Methods	_____
_____Developing and Prioritizing Goals	_____
_____Writing Behavioral Objectives	_____
_____Developing Career Development Units	_____
_____Evaluating the Program	_____

Please describe any problems you encountered on any of the above steps and how you overcame the problems.

Describe any technical assistance that you foresee needing.

Attach copies of the materials you have developed as a result of using CPSS (news articles, other purplicity activities, assessment instruments, results of assessments, goal statements, objective statements, career development units).

Return the form as soon as possible to: Karen Kimmel Boyle, National Center for Research in Vocational Education, 1960 Kenny Rd., Columbus, OH 43210

ATTACHMENT 13

THE CAREER PLANNING SUPPORT SYSTEM
CERTIFIED TRAINER AGREEMENT

The Career Planning Support System
Certified Trainer Agreement

Certified Trainer _____

Title _____

Address _____

_____

City, State, Zip Code _____

Phone ( ) _____

Check the activities that you are interested in doing.

As a certified trainer, I will:

_____ 1. Conduct awareness sessions on CPSS

_____ 2. Conduct one-day training sessions on CPSS

_____ 3. Provide technical assistance to schools

_____ 4. Conduct on-site evaluations

I will do the above activities in:

_____ 1. My local geographic area

_____ 2. My state

_____ 3. States surrounding mine

_____ 4. Anywhere in the United States

The maximum number of days that I would be able to work on the project are _____.

I understand that the project has provided me with a complete set of the CPSS materials and the CPSS training materials. It will provide necessary brochures, handouts and other materials for me to conduct the agreed upon activities.

Project staff will complete the logistics of the activity I am to conduct. Project staff will provide me with all the specific information I need to know regarding the activity.

Certified Trainer _____ Date _____

Karen Kimmel Boyle
Karen Kimmel Boyle, CPSS Project Director

ATTACHMENT 14

APPLICATION FOR TDRP RECERTIFICATION

OSU The Ohio State University

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION

1960 Kenny Road
Columbus, Ohio 43210

Phone: 614-486-3655
Cable: CTVOCEDOSU/Columbus, Ohio

Mr. Lou Walker
National Diffusion Network
Department of Education
Suite 714 Brown Mail Stop 30
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Mr. Walker:

Please find enclosed a copy of our CPSS recertification proposal. I trust you will find that the results obtained from the American Senior High School, Hialeah, Florida established the fact that the CPSS not only has initial impact but it is maintained over time.

While the recertification report speaks for itself I feel compelled to mention a few points about CPSS that make it extremely difficult to measure and especially over full time. First, the CPSS has as its broad goal that after successfully adopted and implemented (5 years) observers should not be able to easily identify its parts. In essence the logic and methods contained in the CPSS material are to be totally infused into the districts plan and program operation. This was true in the American Senior High School for the elements associated with CPSS was within all curriculum, guidance programming, and general plan but hard to determine emperically that CPSS caused the change.

Another problem we found was that all the Career Development infused curriculum activities are embedded into each teachers overall lesson plans. We are told that to assemble these lessons plans, which are key to demonstrating the CPSS effectiveness, it was pointed out that this was impossible. Apparently, because of the districts size, to assemble these CPSS spawned career development units would take much time and represent thousands of pages. These reasons and the fact that to release such materials would break a current teacher contract clause it was difficult for the current raters to get a total feel for this aspect of CPSS implementation.

In summary the American Senior High Schools Career Development program rated low before initially adopting and using CPSS. After five years the reviewers found their program to be most comprehensive and effective. CPSS has been so successful that it was no longer possible to review and rate previous control schools. Since 1980 when our field testing of CPSS was completed all High Schools in the district received training and sufficient materials and has since implemented

the system. This contaminated the control schools and they could not be used.

We are pleased with our efforts to date and through recertification we will have the additional time to cause much broader interest, adoption and implementation of the CPSS.

I would be most happy to provide additional information or answer any questions you may have.

Sincerely,

Harry N. Drier
Associate Director

HND:jk

Enclosure: Xerox copies of the reviewers/raters and experimental school self rating forms for your review.

cc: Karen Kimmel Boyle

APPLICATION FOR
TDRP RECERTIFICATION

January 1, 1985

Project Title: CAREER PLANNING SUPPORT SYSTEM TDRP #80-5
5-23-80

Name of Contact: Harry Drier or Karen Kimmel Boyle
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Phone: 1-800-848-4815 or 614-486-3655

Name of Project
Evaluator: Mr. Harry N. Drier, Associate Director
National Center for Research in
Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

A. NARRATIVE

1. Description of the Program. The Career Planning Support System (CPSS) is an organizational tool for planning, implementing, and evaluating a comprehensive career development program. The key elements of a systematic plan for career guidance are the following:

a. An organizational structure facilitating a career development program, to include clearly designated leadership, permanent active committees and work groups, and administrative cooperation.

b. An asessment of the career development needs of local students and use of the results of the needs assessment in the career development program.

c. The creation of explicit career development goals reflecting assessed career development needs.

d. The creation of behavioral objectives designated to implement the goals.

e. The creation of student activities to achieve the objectives and goals.

CPSS consists of handbooks, reproducible forms, and filmstrips that describe a comprehensive organizational framework and procedural steps a school staff can use to create an accountable, schoolwide, high school career development program.

2. Evaluation Design. The evaluation design employed in this study is fundamentally the same as that used in the original submission. The school providing the data (which was one of the original test sites) completed the Career Development Program Status Report. The Status Report is a 20-page form that provides a structure for school personnel to describe their career development program. The Verification Checklist was completed by project staff through an interview with school personnel. The checklist was designed to ensure that the Status Report was complete. Then, two experts in career development programming independently rated the collected data, described above, using the Career Development Program Rating Instrument.

B. COMPARATIVE DATA

Based on the reviewers' ratings, American High School in Dade County, Florida has a high-quality career development program. The key elements of CPSS that are essential to a quality career development program are visible. The following is a description of how each element is evident:

1. There is an organizational structure that facilitates the maintenance and improvement of the school's career development program. At the school and district levels, there are individuals (e.g., counselors, teachers, occupational

specialists, students, parents) assigned to work on the planning committee for the career development program. In addition, the administrators are involved with various aspects of the program, especially in reviewing the curriculum-based career development lesson plans.

2. At the district level, an assessment of the students' needs was made. Through a follow-up survey of schoolleavers, school personnel became aware of how well the school helped meet the career development needs of the students. This information was part of the data the school used to develop its current career development program plan.

3. As shown in the review, the career development goals for the school district and American High School relate directly to the needs of the students. For example, one area of need for the school was to "provide more information on jobs and careers." A related goal was to "provide a variety of career-related exploratory experiences to prepare students for work, further education, or both."

4. Objectives have been written for the student career development program. These objectives relate to the goals described earlier and provide direction for the school's activities.

5. Numerous career development activities occur at American High School. These activities are designed to help students gain the skills necessary to make appropriate career plans and decisions. The reviewers felt that the described activities would meet the student body's specific career development needs. Teachers have attended district-sponsored workshops on how to infuse career development activities into the general curriculum and are continually developing lesson plans that relate career skills to specific subject areas. This is encouraging, because this is the primary focus of the CPSS.

The original study determined that schools using CPSS had higher-quality, better-organized career development programs than schools that did not use CPSS. This current study reviews one school that has had CPSS for five years and indicates that the school still has a high-quality program and is well organized in the manner in which it provides career development experiences to students in a systematic and comprehensive way.

Figure 1 graphically depicts ratings by career development experts that show the degree to which each of the five key elements of CPSS were systematically implemented by the schools in the two studies. The raters also evaluated the overall quality of the schools' career development programs. The raters used a five-point scale from zero to four, with zero as the lowest rating. Each of the graphs in Figure 1 compares the experts' ratings for the original control and experimental schools and for the recertification school (American High School). All of the ratings are favorable for the recertification school for "Panel 2, Needs Assessment." The school staff members reported that they did not conduct a new needs assessment since they felt the original needs assessment was still valid with minor revisions. Favorable ratings indicate that the school systematically implemented the elements.

The educational importance of CPSS is high. With the recent passage of the Carl Perkins Vocational Education Act, the federal government has again emphasized the importance of comprehensive career development programs. Part D of this Act outlines the need for such programs. CPSS provides a viable means of implementing the intent of this part of the legislation.

C. OPERATIONAL COSTS

The cost estimates for operating CPSS have increased only as staff salaries have increased. The major cost is staff time. It takes about one-third of the coordinaters' time to establish a career development program using the CPSS. Cost for the CPSS materials has been maintained at $60. Training conducted by CPSS project staff is approximately $250 per trainer plus travel expenses.

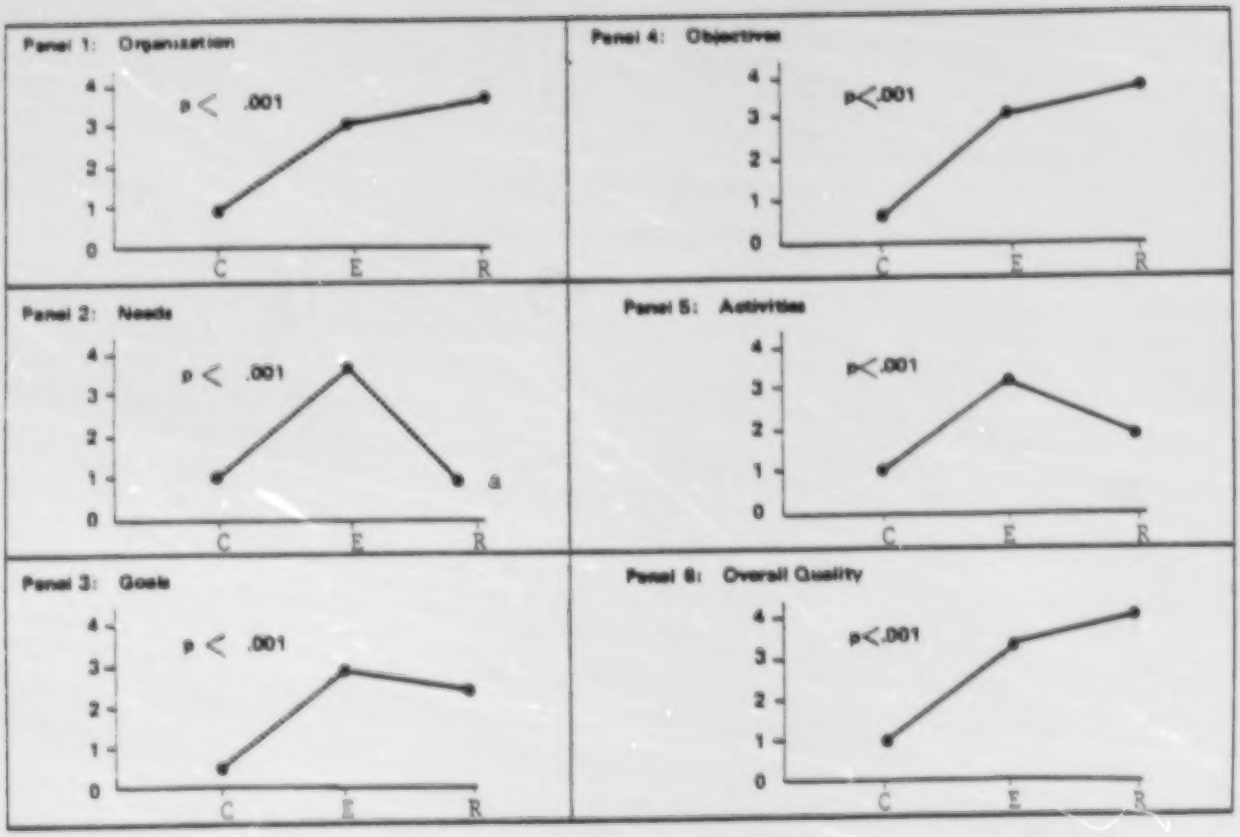

FIGURE 1. RATINGS FOR SIX SUMMARY QUESTIONS EVALUATING THE USE OF CPSS

Legend:

C: Original control schools (did not use CPSS)
E: Original experimental schools (used CPSS)
R: Recertification school (used CPSS)

Note:

a: The recertification school did not conduct a new needs assessment analysis since they felt the old analysis was still valid with minor revisions.

It is difficult to put a specific cost figure on use of CPSS, since cost is so dependent on local situations. However, an estimate of $7,500 for the first year and $3,000 for subsequent years is realistic. Again, these costs do not totally represent new budget dollars, but rather the use of existing monies for the CPSS program.

The following section presents the results of the studies' evaluation of CPSS key elements at the schools.

NEEDS ASSESSMENT

1. Was assessment of students' career development conducted during the past year?

   1 - No
   100% confidence

   1 - Yes
   55% confidence

2. Was the assessment designed to assess student needs for career development skills to determine some other information?

   1 - Student-centered
   50% confidence

3. Were the results of the needs assessment tabulated?

   1 - No
   60% confidence

GOALS

4. Are explicit goals for student career development reported?

   2 - Yes
   95% confidence, 1 - no confidence rating

5. Are these career development goals formulated from the results of a needs assessment?

   1 - No
   100% confidence

   1 - Yes
   75% confidence

6. Are the reported goals for student career development organized in order of priority based upon identified needs?

   1 - No
   72% confidence

OBJECTIVES

7. Are explicit objectives for student career development reported?

   2 - Yes
   90% confidence, 98% confidence

8. Do most of the objectives state who are the key actors?

   2 - Yes
   100% confidence, 55% confidence

9. Do most of the objectives state what behavior is to be demonstrated?

   2 - No
   100% confidence, 82% confidence

10. Do most of the objectives state what the conditions are under which the behavior is to be demonstrated?

    1 - Yes
    100% confidence

    1 - No
    100% confidence

11. Do most of the objectives state what degree of success is required to achieve the objective?

    2 - No
    100% confidence, 92% confidence

12. Are the reported objectives written for and designed to achieve specific student career development goals?

    1 - Always
    100% confidence

    1 - Most of the time
    70% confidence

CAREER DEVELOPMENT ACTIVITIES

13. Is there a goal listed for the career development activity?

    3 - Yes
    3 - 100% confidence

14. Is the goal listed for the career development activity reported on the Status Report pp. 5, 13 or 14?

    3 - Yes
    2 - 100% confidence, 1 - 78% confidence

15. Is an objective listed for the career development activity?

3 - Yes
2 - 100% confidence, 70% confidence

16. Do most of the objectives listed in the activity state who are the key actors?

3 - Yes
2 - 100% confidence, 72% confidence

17. Do most of the objectives listed in the activity state what behavior is to be demonstrated?

3 - No
2 - 80% confidence, 100% confidence

18. Do most of the objectives listed in the activity state what the conditions are under which the behavior is to be demonstrated?

3 - No
2 - 75% confidence, 100% confidence

19. Do most of the objectives listed in the activity state what degree of success is required to achieve the objectives?

3 - No
2 - 82% confidence, 100% confidence

20. Is a target student group reported for the activity?

3 - Yes
2 - 100% confidence, 95% confidence

21. Are explicit methods for instruction reported for the career development activity?

2 - Yes
2 - 100% confidence

1 - No
100% confidence

22. Is there reported evidence that the effects of the career development activity are determined by means of student outcomes measure?

2 - Yes
2 - 100% confidence

1 - No
100% confidence

23. Based on your experience, what is the chance that the methods described for each of the activities will achieve the specific objectives listed for the activity?

2 - Good chance
2 - 98% confidence

1 - Not applicable
100% confidence

24. What is your best estimate of the chance that each of the career development activities will improve student career development skills?

2 - Good chance	1 - Little chance
2 - 98% confidence	82% confidence

25. Does each activity meet a student career development need?

3 - Yes
3 - 98% confidence

26. Is each activity constructed to permit easy use by faculty and staff?

2 - Yes	1 - No
98% confidence	62% confidence

27. Is each activity constructed to encourage student acceptance?

3 - Yes
2 - 90% confidence, 50% confidence

STAFF ORGANIZATION

28. Was a committee selected to plan a program for student career development?

2 - Yes
2 - 100% confidence

29. Did the committee meet regularly during the planning period?

1 - No	1 - Yes
100% confidence	60% confidence

30. Did the committee coordinate planning activities?

2 - Yes
100% confidence, 80% confidence

31. Were school administrators involved in planning the career development program?

2 - Yes	Extent of involvement
2 - 100% confidence	2 - Moderate

32. Were school counselors involved in planning the career development program?

2 - Yes	Extent of involvement
2 - 100% confidence	1 - High 1 - Moderate

33. Were school teachers involved in planning the career development program?

2 - Yes
2 - 100% confidence

Extent of involvement
2 - Moderate

34. Were school students involved in planning the career development program?

1 - Yes
100% confidence
1 - No
100% confidence

Extent of involvement
1 - Cannot determine

35. Were community members involved in planning the career development program?

1 - Yes
100% confidence
1 - No
72% confidence

Extent of involvement
1 - Moderate

36. Were parents involved in planning the career development program?

2 - Yes
98% confidence,
60% confidence

Extent of involvement
Cannot determine

37. Were others involved in planning the career development program?

1 - Yes
98% confidence
1 - No
72% confidence

Extent of involvement
1 - Moderate

FUTURE PROGRAM

38. If reported plans are carried out, what is the chance that student career development skills will be improved?

1 - Good chance
80% confidence

1 - Some chance
80% confidence

OVERALL PROGRAM

39. Estimate (scale of 0-4) the extent to which the school staff was organized to plan systematically a comprehensive career development program by evidence of clearly designated leadership, administrative cooperation, and permanent active groups and committees.

1-4 Great extent	1-3
90% confidence	90% confidence

40. Estimate (scale of 0-4) the extent to which a student career development needs assessment was conducted, tabulated, properly interpreted, and the data utilized for planning the career development program.

1-0 Limited extent	1-1
90% confidence	80% confidence

41. Estimate (scale 0-4) the extent to which a comprehensive set of ordered career development goals reflecting assessed student career development needs were developed and used in planning, implementation, and evaluation of the program.

1-3	1-2
90% confidence	75% confidence

42. Estimate (scale 0-4) the extent to which a set of behavioral objectives was developed reflecting specific goals and containing a clear statement of the intended audience, behavior, situation, and standard of mastery.

1-2	1-1
90% confidence	90% confidence

43. Estimate (scale 0-4) the extent to which career development activities were developed that reflect student needs, goals, and associated objectives, and that indicate methods, target student group, and outcome measures.

1-3	1-1
80% confidence	92% confidence

44. Based on available information, rate (scale 0-4) the overall quality of the school's career development program.

1-4 Very high quality	1-3
92% confidence	98% confidence

ATTACHMENT 15

AGGREGATED DATA SECTION

SECTION C

INDIVIDUAL ADOPTION DATA

A Project	B State School District Address Contact Person Telephone Number	C Congressional District	D Population Type	E Number of Schools Implementing	F Grades Implementing	G Number of Classrooms Implementing	H Number of Administrators Trained	I Number of Teachers Trained	J Number of Students Participating	Year and Month of Initial Adoption
Career Planning Support System	Migrant Ed. Resource Ctr. Rt 1 Box 17 Rupert, ID 83350 Stan Patterson (208) 436-9345	2	R	10 P	9-12	12	1	1	300	4/83
	Wendell District #232 P. O. Box 307 Wendell, ID 83355 Chuck Meyer (208) 536-5531	2	R	1 P	8	4	1	1	85	4/83
	Idaho Falls Dist. #91 690 John Adams Parkway Idaho Falls, ID 83401 Ms. Pat Neeley (208) 522-7490 Ext. 311	2	MC	4 P	7-12	40	2	7	4,000	4/83

see Directions For Completing Section C.

C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

(A) Project	(B) State School District Address Contact Person Telephone No.	(C) Congressional District	(D) Population Type	(E) No. of Schools Implementing	(F) Grades Implementing	(G) No. of Classrooms Implementing	(H) No. of Administrators Trained	(I) No. of Teachers Trained	(J) No. of Students Participating	(K) Year and Month of Initial Implementation
	Bonneville Dist. #93 Rt 1 Box 461 Idaho Falls, ID 83401 Myrna Hamilton (208) 522-9542	2	R	2 P	7-12	6	6	0	180	4/83
	West Side District #202 West Side High School Dayton, ID 83232 Lyle S. Henderson (208) 747-3411	2	R	1 P	9-12	3	1	0	75	4/83
	Madison District #321 Madison High School 134 Madison Ave Rt 2 Rexburg, ID 83440 Ross K. Clements (208) 356-7291	2	R	1 P	9-12	21	1	0	400	4/83
	Preston District #201 151 East 2nd South Preston, ID 83263 DeVerl C. Baxter (208) 852-0280	2	R	1 P	9-12	12	1	0	300	4/83
	Grace School Dist. #148 704 So. Main Grace, ID 83241 Wally Bennett (208) 425-3714	2	R	2 P	7-12	16	2	0	300	4/83
	Twin Falls District #411 201 Main Ave. W. Twin Falls, ID 83301 Doyt Simcoe (208) 733-6200	2	SC	8 P	K-12	275	2	3	6500	4/83

A See Directions For Completing Section C.

C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

(A) Project	(B) State / School District / Address / Contact Person / Telephone No.	(C) Congressional District	(D) Population Type	(E) No. of Schools Implementing	(F) Grades Implementing	(G) No. of Classrooms Implementing	(H) No. of Administrators Trained	(I) No. of Teachers Trained	(J) No. of Students Participating	(K) Year and Month of Initial Implementation
	Kimberly District #414 P. O. Box 0 Kimberly, ID 83341 Karolyn Lawrence (208) 423-5541	2	R	3 P	K-12	36	3	0	882	4/83
	Soda Springs Dist #150 3rd East 1st North Soda Springs, ID 83276 Bill Rasmussen (208) 547-4308	2	R	1 P	9-12	6	1	1	120	4/83
181	Challis School Dist #181 Box 304 Challis, ID 83226 Jim Baxter (208) 879-4231	2	R	3 P	K-12	37	1	0	807	4/83
	Hansen Dist #415 Box 151 Hansen, ID 83334 Rog Wilson (208) 423-5593	2	R	1 P	7-12	7	1	0	60	4/83
	Castleford Dist #417 222 W. Main Castleford, ID 83321 Marian Clar (208) 537-6511	2	R	1 P	9-12	4	1	1	40	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

(A) Project	(B) State School District Address Contact Person Telephone No.	(C) Congressional District	(D) Population Type	(E) No. of Schools Implementing	(F) Grades Implementing	(G) No. of Classrooms Implementing	(H) No. of Administrators Trained	(I) No. of Teachers Trained	(J) No. of Students Participating	(K) Year and Month of Initial
	Ririe District #252 P. O. Box 508 Ririe, ID 83443 Susan Nelson (208) 538-7311	2	R	1 P	7-12	1	0	1	38	4/83
	Pocatello District #25 P. O. Box 1390 3115 Poleline Rd Pocatello, ID 83201 Fred Hughes (208) 232-3563	2	MC	3 P	7-12	32	2	4	1000	4/83
	Blackfoot District #55 440 West Judicial Blackfoot, ID 83221 Jerry Sharp (208) 785-1552	2	R	2 P	9-12	40	1	2	1000	4/83
	Aberdeen District #58 P. O. Box 610 Aberdeen, ID 83210 Ronald Cummings (208) 397-4113	2	R	1 P	9-12	4	1	1	120	4/83
	Salmon District #291 Box 790 Salmon, ID 83467 Amarette Herman (208) 756-4720	2	R	1 P	9-12	12	1	3	435	4/83

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INDIVIDUAL ADOPTION DATA

A Project	B State School District Address Contact Person Telephone Number	C Congressional District	D Population Type	E Number of Schools Implementing	F Grades Implementing	G Number of Classrooms Implementing	H Number of Administrators Trained	I Number of Teachers Trained	J Number of Students Participating	Year and Month of Initial Adoption
	Whitepine District #284 Pine Street Troy, ID 83871 Larry Francis (208) 877-1151	1	R	2 P	9-12	8	1	1	200	4/83
	Lapwai District #341 P. O. Box 247 Lapwai, ID 83540 Jerry Wassmuth (208) 843-2241	1	R	1 P	8-12	10	1	0	250	4/83
	Moscow District #281 P. O. Box 8459 Moscow, ID 83843 Ralph L. Lehman (208) 882-2591	1	SC	2 P	7-12	35	1	1	1250	4/83
	Culdesac District #342 Culdesac School Culdesac, ID 83524 C.A. Anderson (208) 843-5413	1	R	1 P	9-12	9	1	1	70	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

(A) Project	(B) State School District Address Contact Person Telephone No.	(C) Congressional District	(D) Population Type	(E) No. of Schools Implementing	(F) Grades Implementing	(G) No. of Classrooms Implementing	(H) No. of Administrators Trained	(I) No. of Teachers Trained	(J) No. of Students Participating	(K) Year and Month of Initial Adoption
	Cottonwood Dist #242 Box 158 Cottonwood, ID 83522 Dennis Greene (208) 962-3901	1	R	2 P	7-12	5	1	1	110	4-83
	Independent School Dist#1 3317 12th Street Lewiston, ID 83501 Thomas V. Trotter, PhD (208) 746-2337	1	MC	3 P	9-12	60	2	1	1800	4/83
	Wallace School Dist #393 Silver Hills Jr. High Box 948 Osburn, ID 83849 Gail C. Leetch (208) 556-1556	1	R	1 P	7-9	15	2	0	275	4/83
	W. Benewah Dist #42 Box 130 Plummer, ID 83841 Steve Schyck (208) 686-1621	1	R	2 P	7-12	12	1	0	190	4/83
	Post Falls Dist #273 P. O. Box 40 Post Falls, ID 83854 Bill Wood (208) 773-5022	1	R	2 P	7-12	70	0	3	1300	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

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	McCall/Donnelly Dist #421 P. O. Box 967 McCall, ID 83638 Jerry Randolph (208) 634-2218	1	R	3 P	K-12	15	1	12	200	4/83
	Kellogg District #391 Kellogg High School Jacobs Gulch Kellogg, ID 83837 Evelyn Stuart (208) 784-1371	1	R	2 P	7-12	57	2	2	1100	1/83
	Orofino Dist #171 P. O. Box 789 Orofino, ID 83544 Robert E. Triplett (208) 435-4411 or 476-8893	1	R	2 P	9-12	10	3	0	600	4/83
	Bonner County Dist #82 Priest River High School Box 549 Priest River, ID 83856 Jack McKinlay (208) 448-1212	1	R	2 P	7-12	25	0	1	650	4/83

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INDIVIDUAL ADOPTION DATA

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	ID. State Correctional Institution P. O. Box 14 - Ed. Dept. Boise, ID 83707 Dina Bray (208) 336-0740	1	R	2 P	7-12	3	1	1	100	5/83
	Boise Dist #1 1207 Fort Street Boise, ID 83702 George Washburn (208) 344-6550	1&2	MC	3 P	10-12	80	4	15	4500	9/83
	Meadows Valley Dist #11 Drawer F New Meadows, ID 83654 Roberta Fields (208) 347-2411	1	R	1 P	9-12	7	1	1	48	4/83
	Blaine County #61 P. O. Box 948 Hailey, ID 83333 Larry Olson (208) 788-3481	2	R	1 P	10-12	10	2	0	314	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

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	Snake River Dist. #52 Route 5 Box 14 Blackfoot, ID 83221 Catherine O. Jones (208) 684-3061	2	R	3 P	7-12	20	1	2	400	8/83
	Arco District #111 Box 89 Arco, ID 83213 Vickie Northrop (208) 527-8237	2	SC	2 P	9-12	20	2	0	300	4/83
	Grangeville Dist #241 910 South D Grangeville, ID 83530 Ron Fredrickson (208) 983-0580	1	R	3 P	9-12	60	2	1	600	4/83
	Bonner County Dist #82 Sandpoint High School Box 430 Sandpoint, ID 83864 Beverly Chapin (208) 263-3034	1	R	3 P	10-12	32	3	0	680	4/83
	Coeur d'Alene Dist #271 311 N. 10th St Coeur d'Alene, ID 83814 Terry Mack (208) 765-3614	1	SC	1 P	9-12	4	0	1	500	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

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	Nampa Dist #131 619 South Canyon Nampa, ID 83651 Jean Martin (208) 466-8921	1	MC	2 P	9-12	60	1	4	1800	4/83
	Wilder Dist #133 Wilder High School Box 488 Wilder, ID 83676 Dick Seibold (208) 482-6228	1	R	1 P	7-12	6	1	1	200	4/83
	Middleton Dist #134 Box 130 Middleton, ID 83644 Bill Free (208) 585-3311	1	R	1 P	9-12	15	1	2	440	4/83
	Notus Dist #135 Box 256 Notus, ID 83656 Gwen L. Duree (208) 459-4633	1	R	1 P	9-12	4	1	1	100	4/83
	Parma Dist #137 Box 246 Parma, ID 83660 JoAnn Schatz (208) 722-5500	1	R	1 P	9-12	14	1	14	250	4/83

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	Canyon Dist #139 Rt #8 Box 474 Caldwell, ID 83605 William Symms (208) 459-1621 Ext. 146	1	SC	1 P	9-12	6	1	0	75	4/83
	Glenns Ferry #192 545 North Bannock Drawer E Glenns Ferry, ID 83623 Harold Wertz (208) 366-7434	2	R	1 P	8-12	10	1	2	220	4/83
	Marsing District #363 Box 340 Marsing, ID 83639 Guy Al'Lee (208) 896-4112	1	R	2 P	9-12	12	1	0	150	4/83
	Homedale Dist #370 P. O. Box 187 Homedale, ID 83628 Dean Vance (208) 337-4613 or 337-3881	1	R	1 P	7-12	6	1	3	400	4/83
	Payette Dist #371 Payette High School 1500 6th Ave South Payette, ID 83661 Kirk Lewis (208) 642-3327	1	R	1 P	10-12	22	1	23	280	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

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	Fruitland Dist #373 P O Box 387 Fruitland, ID 83619 Mike Knee (208) 452-4411	1	R	1 P	9-12	15	1	1	340	4/83
	Cascade District #422 209 School Street Cascade, ID 83611 Elsie Krause (208) 382-4227	1	R	1 P	9-12	8	1	1	180	4/83
	Weiser Dist #431 925 Pioneer Rd Weiser, ID 83672 Mike Friend (208) 549-2595	1	R	1 P	9-12	24	1	1	475	4/83
	Midvale Dist #433 Midvale, ID 83645 Jack Fields (208) 355-2234	1	R	1 P	9-12	6	1	0	35	4/83
	Mountain Home Dist #193 P O Box 890 140 N. 3rd E. Mountain Home, ID 83647 Ray A. Lamb (208) 587-4483	2	SC	3 P	9-12	11	1	3	1000	4/83

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C. - INDIVIDUAL ADOPTION DATA FOR CONTINUING DEVELOPER DEMONSTRATORS AND CONTINUING FACILITATORS

(A) Project	(B) State School District Address Contact Person Telephone No.	(C) Congressional District	(D) Population Type	(E) No. of Schools Implementing	(F) Grades Implementing	(G) No. of Classrooms Implementing	(H) No. of Administrators Trained	(I) No. of Teachers Trained	(J) No. of Students Participating	(K) Year and Month of Initial Adoption
	Buhl District #412 216 North Seventh St Buhl, ID 83316 Neola Weaver (208) 543-8292	2	R	2 P	6-12	30	1	1	700	4/83
	Meridian Dist #2 811 Meridian Street Meridian, ID 83642 Rocky Jordan (208) 888-6300	1	R	4 P	9-12	200	1	3	3000	4/83
	New Plymouth Dist #372 P O Box 388 207 S Plymouth New Plymouth, ID 83655 Wes Benge (208) 278-3602	1	R	1 P	7-12	25	0	1	338	4/83
	Caldwell Dist #132 1101 Cleveland Blvd Caldwell, ID 83605 Beverly Martin (208) 454-1438	1	SC	1 P	10-12	4	1	1	750	4/83

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	Tacoma Public Schools Lincoln High School P.O. Box 1357 Tacoma, WA 98401 Ed Roalkuam (206) 593-6812		BC	1	9-12	62	3	12	1203	2/83
	Merrill Area Public Schools Merrill Senior High Merrill, WI 54452 Strand Wedul (715) 536-4594		R	1	9-12		2	4		5/83

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INDIVIDUAL ADOPTION DATA

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	Bishop Kelly High School 7009 Franklin Road Boise, ID 83709 Judith Kroos (208) 375-6010	1	MC	1 PR	9-12	19	1	0	425	4/83
	Youth Services Center Special 556 Box 40 St. Anthony, ID 83445 F. Bayne Weeks (208) 624-3462	2	R	1 PR	7-12	16	2	0	350	4/83
	University of Idaho College of Education Moscow, ID 83843 Jerry Tuchscherer (208) 885-6558	1	SC	1 P				2	25	4/83
	College of Idaho Graduate Studies Office Caldwell, ID 83605 Jane Sherman (208) 459-5211	1	SC	1 PR	N/A	2	1	1	20	4/83
	Dept. of Counselor ED & Special Education Idaho State University Pocatello, ID 83209 Arthur P. Lloyd (208) 236-3156	2	MC	1		10	1	3	12	4/83

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PART C INDIVIDUAL ADOPTION DATA

A Project	B State School District Address Contact Person Telephone Number	C Congressional District	D Population Type	E Number of Schools Implementing	F Grades Implementing	G Number of Classrooms Implementing	H Number of Administrators Trained	I Number of Teachers Trained	J Number of Students Participating	K Year and Month of Initial Adoption
CPSS	Putnam High School Schoolhouse Drive Putnam, CT 06260 Contact: Richard Jaquish (202) 928-0525		R	1	10-12	entire school	1	3	250	10/83
	Joseph P. Keefe Technical School 750 Winter Street Framingham, AL 01701 (617) 879-5400		SC	1	10-12	entire school	1	1	-	10/83